2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Santa Cruz County Office of Education
CDS Code:	44104470000000
LEA Contact Information:	Name: Dr. Jennifer Izant Gonzales Position: Project Director Email: jizant@santacruzcoe.org Phone: (831) 466-5739
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$29,513,248
LCFF Supplemental & Concentration Grants	$2,516,446
All Other State Funds	$9,687,099
All Local Funds	$7,183,949
All federal funds	$6,000,167
Total Projected Revenue	$52,384,463

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$55,948,282
Total Budgeted Expenditures in the LCAP	$7,175,812
Total Budgeted Expenditures for High Needs Students in the LCAP	$3,074,637
Expenditures not in the LCAP	$48,772,470

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$2,004,312
Actual Expenditures for High Needs Students in Learning Continuity Plan	$2,312,831

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$558,191
2020-21 Difference in Budgeted and Actual Expenditures	$308,519

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The LCAP for the Santa Cruz County Office of Education primarily focuses on the services provided for students with high needs, ensuring we are including the state priorities and the input of our stakeholders. The Santa Cruz COE is a large organization that serves all districts in Santa Cruz County as well as providing direct services for our Special Education and Alternative Education students. The budget expenditures not included in the LCAP include many of the services the Santa Cruz COE provides outside the Court and Community programs. Examples of other program expenses include our Business Department, the Educational Services

	Department, Student Services, Human Resources, Technology Plus Team, Migrant Education, Child Development Resource Center, New Teacher Project, and more. Other general fund expenditures include operational costs, rent, salaries, and utilities. Additionally, there are other funding streams such as grants and federal funds that have their own comprehensive plans with expenses such as the School Plan for Student Achievement (SPSA).

LCFF Budget Overview for Parents

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

CDS Code: 44104470000000

School Year: 2021-22

LEA contact information:

 Dr. Jennifer Izant Gonzales
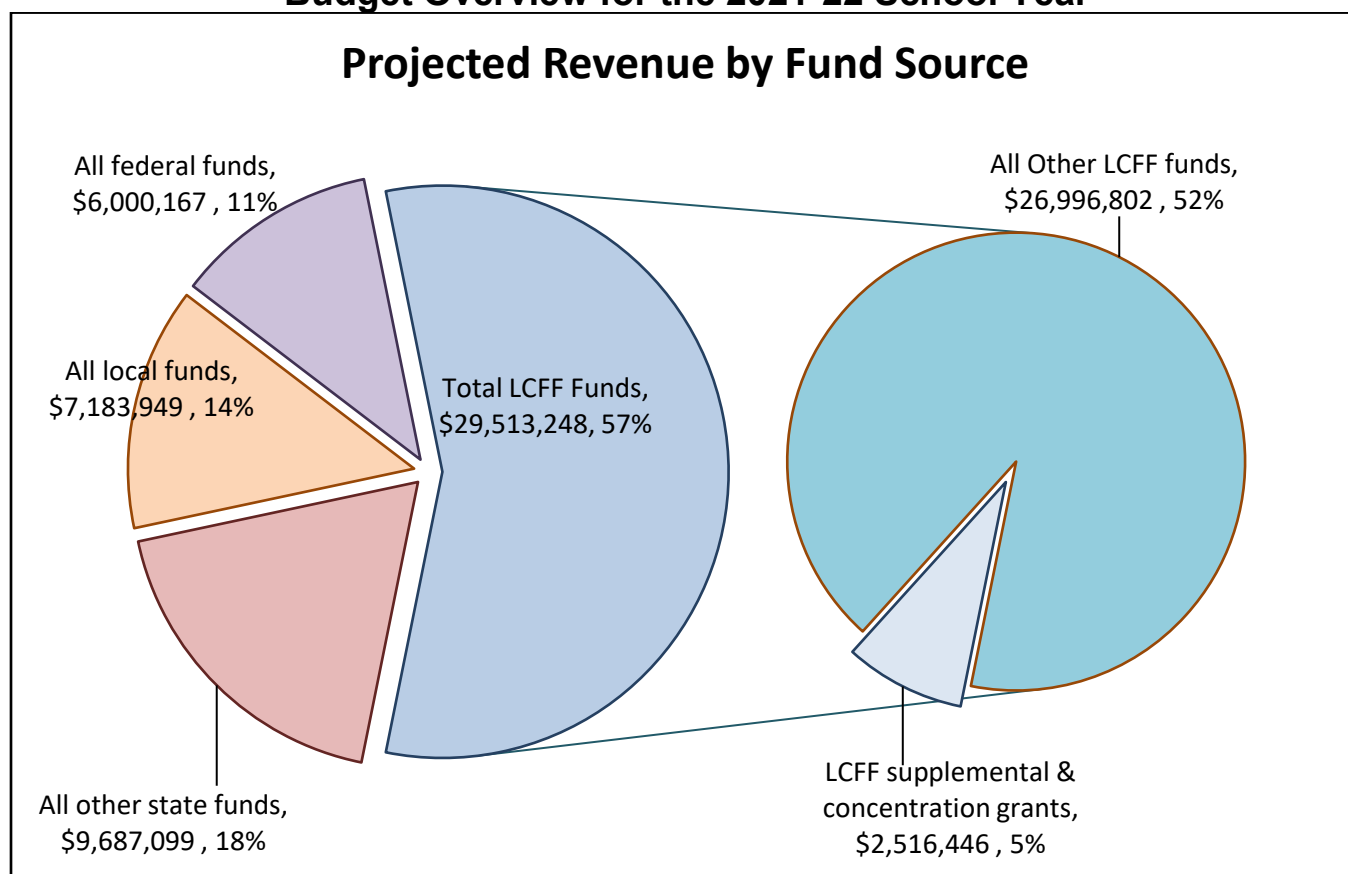
 Project Director

 jizant@santacruzcoe.org

 (831) 466-5739

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $6,000,167 , 11%

All local funds, $7,183,949 , 14%

Total LCFF Funds, $29,513,248, 57%

All other state funds, $9,687,099 , 18%

All Other LCFF funds, $26,996,802 , 52%

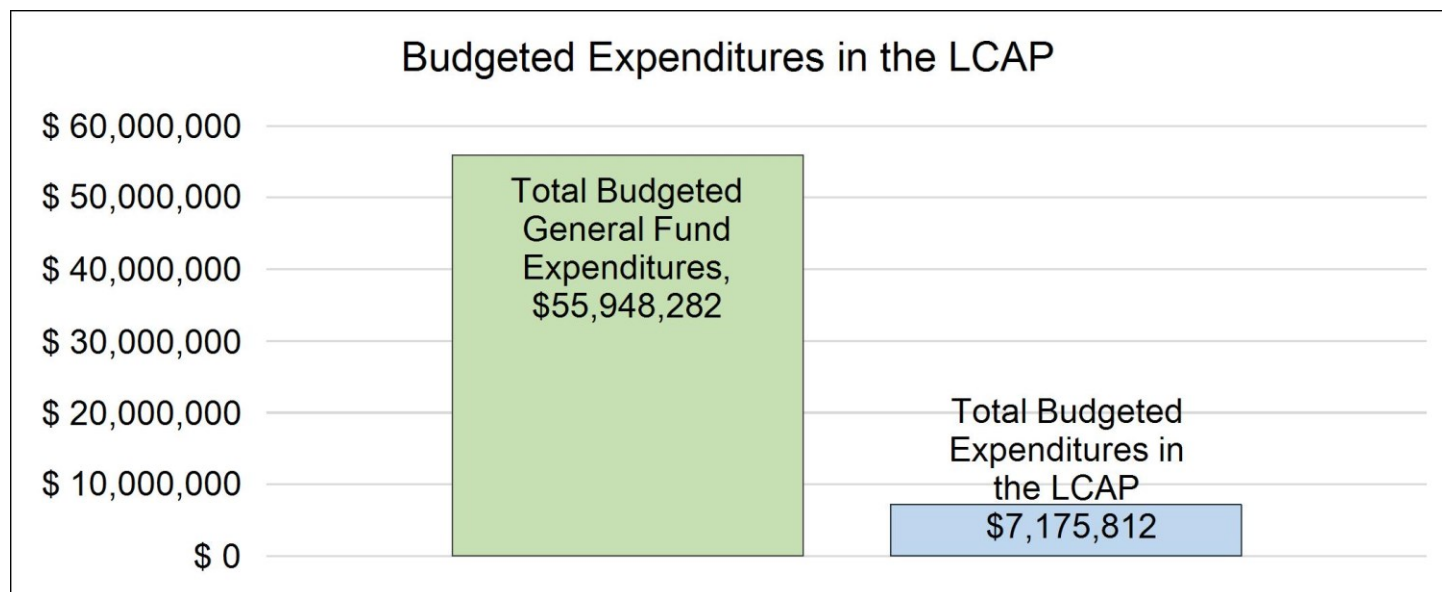LCFF supplemental & concentration grants, $2,516,446 , 5%

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

The total revenue projected for Santa Cruz County Office of Education is $52,384,463, of which $29,513,248 is Local Control Funding Formula (LCFF), $9,687,099 is other state funds, $7,183,949 is local funds, and $6,000,167 is federal funds. Of the $29,513,248 in LCFF Funds, $2,516,446 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $55,948,282

Total Budgeted Expenditures in the LCAP $7,175,812

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

Santa Cruz County Office of Education plans to spend $55,948,282 for the 2021-22 school year. Of that amount, $7,175,812 is tied to actions/services in the LCAP and $48,772,470 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
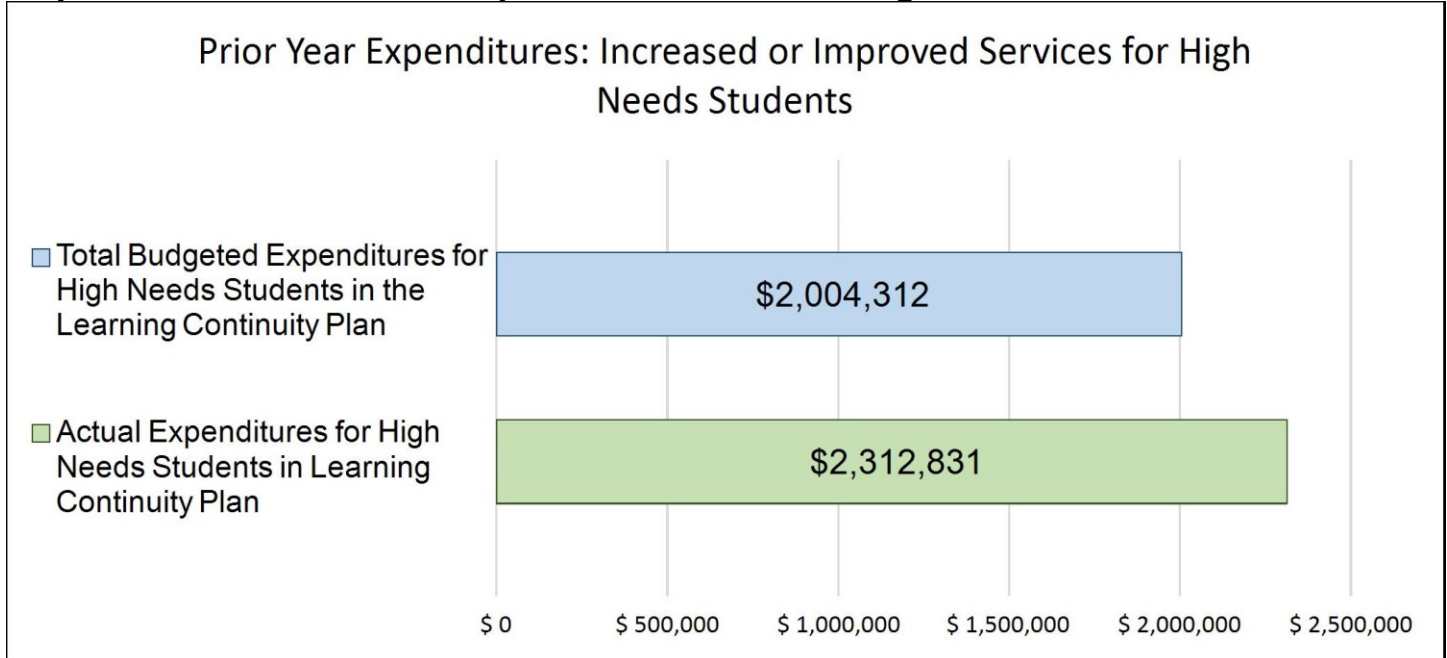
The LCAP for the Santa Cruz County Office of Education primarily focuses on the services provided for students with high needs, ensuring we are including the state priorities and the input of our stakeholders. The Santa Cruz COE is a large organization that serves all districts in Santa Cruz County as well as providing direct services for our Special Education and Alternative Education students. The budget expenditures not included in the LCAP include many of the services the Santa Cruz COE provides outside the Court and Community programs. Examples of other program expenses include our Business Department, the Educational Services Department, Student Services, Human Resources, Technology Plus Team, Migrant Education, Child Development Resource Center, New Teacher Project, and more. Other general fund expenditures include operational costs, rent, salaries, and utilities. Additionally, there are other funding streams such as grants and federal funds that have their own comprehensive plans with expenses such as the School Plan for Student Achievement (SPSA).

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

In 2021-22, Santa Cruz County Office of Education is projecting it will receive $2,516,446 based on the enrollment of foster youth, English learner, and low-income students. Santa Cruz County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Cruz County Office of Education plans to spend $3,074,637 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $2,004,312

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — $2,312,831

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000 $ 2,500,000

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

In 2020-21, Santa Cruz County Office of Education's Learning Continuity Plan budgeted $2,004,312 for planned actions to increase or improve services for high needs students. Santa Cruz County Office of Education actually spent $2,312,831 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Santa Cruz County Office of Education	Dr. Jennifer Izant Gonzales Project Director	jizant@santacruzcoe.org (831) 466-5739

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

Goal 1

Increase student achievement for all students, including EL's and Students with Disabilities, as measured by a broad range of measures. This goal will have six areas of emphasis:
- Increasing student achievement as measured by a broad range of measures.
- Implementing the Common Core State Standards.
- Increasing student access to 21st century skills.
- Ensuring all certificated teachers are appropriately assigned and fully credentialed in the subject areas for pupils they are teaching.
- Closing the achievement gap for EL students.
- Providing increased opportunities for career exploration and preparation.

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CAASPP Data **19-20** Reduce the discrepancy between the All Students CAASPP scores and our SED and EL CAASPP scores. **Baseline** See Appendix	Due to the COVID-19 pandemic, the CAASPP was not administered.
Metric/Indicator Star Renaissance (local assessment) **19-20**	For 19-20, due to the pandemic, we have incomplete pre and post assessment data.

Expected	Actual
Increase/maintain Star Renaissance Growth percentage for all student and subgroups to 53%. **Baseline** See Appendix	
Metric/Indicator Percentage of EL students making progress towards English Proficiency **19-20** Of the students who took the ELPAC during the 2017-2018 school year, 24.8% scored a 4 overall, 35.6% scored a 3 overall, 20.8% scored a 2 overall, and 18.8% scored a 1 overall. **Baseline** 2017-18 results will be used to set baseline for ELPAC	Due to the pandemic, we do not have 19-20 ELPAC data. The 2018-2019 ELPAC data for Santa Cruz County Community showed 18.95% scored level 4, 37.89% scored level 3, 30.53% scored level 2, and 12.63% scored level 1. Scores for 2018–19 should not be compared to scores from previous years as the thresholds have changed and the scores are not comparable.
Metric/Indicator Number of EL's Re-designated **19-20** This measure is discontinued (see "The Story") **Baseline** Zero students re-designated in 2015-2016	This measure is discontinued (see "The Story").
Metric/Indicator Compliance in the area of teacher assignment and credentialing. **19-20** Maintain 100% compliance in the area of teacher assignment and credentialing. **Baseline** 100% Compliance	Maintained 100% compliance in the area of teacher assignment and credentialing.
Metric/Indicator Ratio of classroom students to internet connected devices. **19-20** Maintain ratio of student use, functional, internet connected devices to 1:1	Maintained and increased access to student devices.

Expected	Actual
Baseline 1.5 students to each internet connected device	
Metric/Indicator Number of students completing the Local CTE Curriculum **19-20** This measure has been discontinued in favor of CTE course completions **Baseline** 29.6% of students completed the Local CTE Curriculum	This measure has been discontinued in favor of CTE course completions.
Metric/Indicator CTE Course Completions. (Total number of CTE course completions. i.e. We will count the number of times a student successfully completes a CTE course, each time a student receives credit for CTE courses, we will count that as one completion.) **19-20** This measure is being discontinued and we will now use CCI Dashboard Data. **Baseline** Base line to be set in 2018-2019	This measure is being discontinued and we will now use CCI Dashboard Data.
Metric/Indicator College and Career Readiness (per CDE Dashboard **19-20** 14% College and Career Ready per Dashboard **Baseline** College and Career Indicator from Dashboard - 11.8%	19.7% College and Career Ready per Dashboard.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Designate Instructional Assistants to serve in programs with high concentrations of unduplicated students (2A)	1.1.1 Instructional Aide Salaries 2000-2999: Classified Personnel Salaries LCFF $625,936	1.1.1 Instructional Aide Salaries 2000-2999: Classified Personnel Salaries LCFF 630,437.34
1.2 Implement the Common Core State Standards in Mathematics and ELA, (supporting this implementation in all areas including Health, History-Social Science, Library Standards, Physical Education, Science, Visual and Performing Arts, and World Languages) for all students including EL's, and Students with Disabilities, and implementing the ELD standards for EL students by purchasing books/materials and providing Professional Development for staff. (1B, 2 All, 7)	1.2.1 Purchase instructional materials for CCSS 4000-4999: Books And Supplies LCFF $75,000 1.2.2 Provide professional development For CCSS. 1000-1999: Certificated Personnel Salaries LCFF $60,000 1.2.2 Provide professional development For CCSS. 2000-2999: Classified Personnel Salaries LCFF $5,000	1.2.1 Purchase instructional materials for CCSS 4000-4999: Books And Supplies LCFF 4,380.44 1.2.2 Provide professional development For CCSS. 1000-1999: Certificated Personnel Salaries LCFF 60,000 1.2.2 Provide professional development For CCSS. 2000-2999: Classified Personnel Salaries LCFF 5,000
1.3 Maintain access to ROP course offerings by continuing sections CTE offered in South County programs (2A, 7)	1.3.1 Teacher Salaries 1000-1999: Certificated Personnel Salaries LCFF $100,000	1.3.1 Teacher Salaries 1000-1999: Certificated Personnel Salaries LCFF 92,442.68
1.4 Ensure that certificated teachers are appropriately assigned and fully credentialed in the subject areas for pupils they are teaching. (1A)	1.4.1 Teacher Salaries 1000-1999: Certificated Personnel Salaries LCFF $2,500,000	1.4.1 Teacher Salaries 1000-1999: Certificated Personnel Salaries LCFF 2,146,498.35
1.5 Continue to close the achievement gap for English Language Learners. By improving a series of services including; adding staff to support student learning, improved progress monitoring of English Learners, maintaining administrative staff support for the promotion of instructional routines that support the acquisition fo English language skills (ELD Program), as well as other EL services intended to improve achievement of el students such as, continuing with a head teacher for EL students, providing EL students with free or discounted Metro bus passes, and improving curriculum aligned with ELD Standards. (2B, 4D, 4E)	1.5.1 Staff time for staff development. 1000-1999: Certificated Personnel Salaries LCFF $148,000 1.5.2 Maintain part FTE Administrator 1000-1999: Certificated Personnel Salaries LCFF $22,000 1.5.3 Certificated Salary to support initiatives 1000-1999:	1.5.1 Staff time for staff development 1000-1999: Certificated Personnel Salaries LCFF 148,000 1.5.2 Maintain part FTE Administrator 1000-1999: Certificated Personnel Salaries LCFF 22,000 1.5.3 Certificated Salary to support initiatives 1000-1999:

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Certificated Personnel Salaries LCFF $43,850	Certificated Personnel Salaries LCFF 43,850
	1.5.4 Purchase Metro Bus passes for unduplicated students (Also 1.12.1) 5000-5999: Services And Other Operating Expenditures LCFF $5,000	1.5.4 Purchase Metro Bus passes for unduplicated students (Also 1.12.1) 5000-5999: Services And Other Operating Expenditures LCFF 5,000
1.6 Continue to meet with certificated staff leadership and stakeholders to review Indicators and progress in order to assess progress towards goals, determine the appropriateness of selected metrics, examine growth and investigate alternative indicators.	1.6.1 Staff Time 1000-1999: Certificated Personnel Salaries LCFF $2000	1.6.1 Staff Times 1000-1999: Certificated Personnel Salaries LCFF 2,000
1.7 Maintain a remediation program for ELA for targeted students. Maintain licenses for Math remediation program. (2B)	1.7.1 Staff support time 1000-1999: Certificated Personnel Salaries LCFF $52,500	1.7.1 Staff support time 1000-1999: Certificated Personnel Salaries LCFF 52,5000
	1.7.2 Purchase materials, curriculum, and or maintain licenses 5000-5999: Services And Other Operating Expenditures LCFF $60,000	1.7.2 Purchase materials, curriculum, and or maintain licenses 5000-5999: Services And Other Operating Expenditures LCFF 18,592.74
1.8 Improve instruction for unduplicated students through the implementation of the 1:1 initiative. Significantly integrate the use of technology into essentially all student learning activities through staff development, conferences, the purchase of internet connected devices and continuing Technology Coordinator to support teachers in the use of technology.	1.8.1 CCSS/Technology Coordinator 1000-1999: Certificated Personnel Salaries LCFF $73,027	1.8.1 CCSS/Technology Coordinator 1000-1999: Certificated Personnel Salaries LCFF 73,027
	1.8.2 Purchase internet connected devices for student use 5000-5999: Services And Other Operating Expenditures LCFF $3,000	1.8.2 Purchase internet connected devices for student use 5000-5999: Services And Other Operating Expenditures LCFF 70,908.98
	1.8.3 Travel and Conference 5800: Professional/Consulting Services And Operating Expenditures LCFF $3,000	1.8.3 Travel and Conference 5800: Professional/Consulting Services And Operating Expenditures LCFF 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1.8.4 Staff Development (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries LCFF $5,000	1.8.4 Staff Development (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries LCFF 5,000
	1.8.5 Maintain and repair IT equipment (RES 0610, 0620) 5700-5799: Transfers Of Direct Costs LCFF $110,000	1.8.5 Maintain and repair IT equipment (RES 0610, 0620) 5700-5799: Transfers Of Direct Costs LCFF 105,600
1.9 Cooperate with The Foster Youth Student Coordinating Program to improve outcomes for Foster Youth. (2, 4)	1.9.1 Staff Time for teachers to participate in Foster Youth Advisory Teams. 1000-1999: Certificated Personnel Salaries LCFF $4,000	1.9.1 Staff Time for teachers to participate in Foster Youth Advisory Teams. 1000-1999: Certificated Personnel Salaries LCFF 4,000
	1.9.2 Staff time to coordinate with Foster Youth case managers. 1000-1999: Certificated Personnel Salaries LCFF $4,000	1.9.2 Staff time to coordinate with Foster Youth case managers. 1000-1999: Certificated Personnel Salaries LCFF 4,000
	1.9.3 Direct services to foster youth in accordance with individual plan 1000-1999: Certificated Personnel Salaries LCFF $4,000	1.9.3 Direct services to foster youth in accordance with individual plan 1000-1999: Certificated Personnel Salaries LCFF 4,000
1.10 Offer access to community based tutoring services.	1.10.1 Contract with vendor (RES 3010) Other = Federal Funds 5000-5999: Services And Other Operating Expenditures Other $5,000	1.10.1 Contract with vendor (RES 3010) Other = Federal Funds 5000-5999: Services And Other Operating Expenditures Other 0
1.11 Provide access to county Metro transportation (2, 4)	1.11.1 Provide access to county Metro transportation for unduplicated students.(See also 1.5.4) 5000-5999: Services And Other Operating Expenditures LCFF $5,042.10	1.11.1 Provide access to county Metro transportation for unduplicated students.(See also 1.5.4) 5000-5999: Services And Other Operating Expenditures LCFF 4,984
1.12 Action discontinued		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.13 Continue implementation and training on student achievement data system	1.13.1 Licenses 5000-5999: Services And Other Operating Expenditures LCFF $9,000 1.13.2 PD Certificated Staff time 1000-1999: Certificated Personnel Salaries LCFF $2,000	1.13.1 Licenses 5000-5999: Services And Other Operating Expenditures LCFF 21,052.68 1.13.2 PD Certificated Staff Time 1000-1999: Certificated Personnel Salaries LCFF 2,000
1.14 Train staff members to analyze ELPAC results, and use results to improve instruction for EL students and in the development of student individual learning plans.(2B, 4D, 4E)	1.14.1 Staff time to coordinate EL data analysis (JIG) 1000-1999: Certificated Personnel Salaries LCFF $16,000 1.14.2 Staff Development in ELD 1000-1999: Certificated Personnel Salaries LCFF $35,000	1.14.1 Staff time to coordinate EL data analysis 1000-1999: Certificated Personnel Salaries LCFF 16,000 1.14.2 Staff Development in ELD 1000-1999: Certificated Personnel Salaries LCFF 35,000
1.15 Operation of The Sequoia Schools Programs: Three classroom programs intended to serve our population with the highest percentage of unduplicated students.	1.15.1 Teacher Salaries 1000-1999: Certificated Personnel Salaries LCFF $800,000 1.15.2 Administration Salaries 1000-1999: Certificated Personnel Salaries LCFF $50,000	1.15.1 Teacher Salaries 1000-1999: Certificated Personnel Salaries LCFF 692,616.98 1.15.2 Administration Salaries 1000-1999: Certificated Personnel Salaries LCFF 50,000
1.16 Action Discontinued.		
1.17 A comprehensive plan will be developed to investigate and explore the root cause, potential solutions, and action plan to increase college and career readiness for ELs and SED students. This process will include Professional Development time for Alt Ed staff to learn and analyze new Dashboard data through internal alternative education meetings as well as collaborative meetings with other COEs.	1.17.1 Staff Time 1000-1999: Certificated Personnel Salaries LCFF $8,000	1.17.1 Staff Time 1000-1999: Certificated Personnel Salaries LCFF 8,000
1.18 Staff time to review and ensure proper student data collection for grade-level changes, English Learner status, course alignment, CTE courses, college courses, and student waivers for AB167/216.	Staff Time 1000-1999: Certificated Personnel Salaries LCFF $10,000	Staff Time 1000-1999: Certificated Personnel Salaries LCFF 10,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Additional staff time needed for student data analysis and to ensure current Individual Learning Plan (ILP) process ensures staff can identify students in need of supports and services.		

Goal Analysis

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

Actions and services planned for 19-20 were implemented despite adjustments that were necessary to make because of the pandemic. Funds budgeted for these actions and services were appropriately allocated and spent with the exception of some material costs and personnel costs. Some budgeted personnel costs ended up being less while other costs such as technology costs were higher. During the second half of the 19-20 school year we worked tirelessly to support the needs of all students with a special focus on our high needs learners. We utilized staff development and collaboration time to adjust to the new modality of distance learning. We took advantage of new and existing technology tools to better communicate with and support our students and families. Our schools became resources centers for families to safely collect school materials and necessities such as food.

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

There were many successes and challenges implementing actions and services related to student academic achievement during the 19-20 school year. Our teachers and support staff demonstrated exceptional resilience throughout the Spring 2020 when they were thrust into distance learning. Each staff member rose to the challenge of having to support their students remotely with a conviction to succeed and be able to meet the needs of their students. Our team participated in countless trainings and collaborative sessions to learn new tools and also focus on the basics of student and family connection. Many technology updates had to happen over night and our department worked with our Tech+ team to get new teacher computers and purchase the necessary equipment for students and families to be able to access school including new Chromebooks and hot spots. We worked closely with our Foster Youth and Homeless team to ensure our students were connected to their teachers, their families were supported, and case managers were constantly connected with. Our department worked collaboratively with our Educational Services Team including our multilingual coordinator to learn and implement ways to support our multilingual students throughout the pandemic.

Goal 2

Provide supportive environments that promote student well being. This goal will have four areas of focus:
- Improve positive and supportive relationships between staff and students.
- Provide social emotional counseling for all students, including ELs and Students with Disabilities.
- Ensure that all students continue to attend school in facilities that are in good repair and promote learning.
- Ensure that all students have the opportunity to learn in a safe environment.

Progress towards meeting this goal will be measured by: Chronic Absenteeism Rate, School Attendance Rate, Staff Surveys, Student Surveys, Percent of facilities in good repair, Suspension Rate.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percent of students that report in annual survey that staff is "caring and supportive." **19-20** Increase percentage of students that report in annual survey that staff is "caring and supportive" by 2% Goal = 90%. **Baseline** 2015-2016 annual survey result = 82%	76% of students strongly agree or agree the the staff care for them and 19.3% had not opinion.
Metric/Indicator Attendance Rate **19-20** Maintain attendance rate at or above 90%. **Baseline**	Maintained attendance rate at or above 90%.

Expected	Actual
2015-2016 attendance rate = 91%	
Metric/Indicator Facilities in good repair **19-20** Maintain 100% of facilities in good repair. **Baseline** 100% of facilities in good repair	Maintained 100% of facilities in good repair.
Metric/Indicator Suspension Rate **19-20** Maintain or decrease suspension rate **Baseline** Suspension Rate = 7.4%	Maintained suspension rate less than 7.4%.
Metric/Indicator Percent of Parents that report in annual survey that they feel "informed about student's progress" **19-20** Increase percent of parents that state they feel "informed about student's progress" in annual survey by 2%. Multi-year target = 90% **Baseline** 82% of Parents that report in annual survey that they feel "informed about student's progress"	78% of parents surveyed feel informed about their student's progress and 8% had no opinion.
Metric/Indicator Chronic Absenteeism Rate **19-20** Decrease rate by 1% **Baseline** 2016-2017 Chronic Absenteeism Rate = 34%	According to the Dashboard the Santa Cruz COE Chronic Absenteeism rate was 38.6% for the K-8 indicator which includes special education programs. The Chronic Absenteeism rate for Santa Cruz County Community went down last year.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Provide social emotional counseling for all students, including EL's and Students with Disabilities (5A-B, 6A-B)	2.1.1 Maintain Youth Services Counseling Contract 5000-5999: Services And Other Operating Expenditures LCFF $150,000 2.1.1 Classified Salaries to provide counseling services 2000-2999: Classified Personnel Salaries LCFF $50,000	2.1.1 Maintain Youth Services Counseling Contract 5000-5999: Services And Other Operating Expenditures LCFF 101,587.1 2.1.1 Classified salaries to provide counseling services. 2000-2999: Classified Personnel Salaries LCFF 50,000
2.2 Direct transfer to M and O for building maintenance and repair (1C)	2.2.1 Transfer to Maintenance costs 5700-5799: Transfers Of Direct Costs LCFF $200,000	2.2.1 Transfer to Maintenance 5700-5799: Transfers Of Direct Costs LCFF 231,067.26
2.3 Continue implementation of alternatives to suspension (6A, 6B, 6C)	2.3.1 Classified salaries for continued implementation of alternatives to suspensions i.e. restorative circles and conflict resolution 2000-2999: Classified Personnel Salaries LCFF $12,000	2.3.1 Classified salaries 2000-2999: Classified Personnel Salaries LCFF 12,000
2.4 Provide food for students in need throughout the day. (4 all, 5A-E, 6A-C)	2.4.1 Provide Food 4000-4999: Books And Supplies LCFF $125,000	2.4.1 Provide food 4000-4999: Books And Supplies LCFF 42,891.59
2.5 Provide dress code compliant clothing (4 all, 5A-E, 6A-C)	2.5.1 Purchase Clothing 4000-4999: Books And Supplies LCFF $10,000	2.5.1 Purchase clothing 4000-4999: Books And Supplies LCFF 5,560.84
2.6 Maintain increased capacity for data analysis (4)	2.6.1 Maintain Tech Coordinator position 1000-1999: Certificated Personnel Salaries LCFF $75,000	2.6 Maintain increased capacity for data analysis (4) 1000-1999: Certificated Personnel Salaries LCFF 75,000
2.7 Maintain and refine systems for tracking exiting students, identifying chronically absent students, and directing services to above. (4 all, 5A-E, 6A-C,)	2.7.1 Classified salaries to implement systems. 2000-2999: Classified Personnel Salaries LCFF $10,000	2.7.1 Classified salaries to implement systems. 2000-2999: Classified Personnel Salaries LCFF 10,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.8 Hire Gang Intervention Counselor and Restorative Practices expert who works primarily with students at risk of, or currently involved in gangs.	2.8.1 Classified salaries to implement services. 2000-2999: Classified Personnel Salaries LCFF $50,000	2.8.1 Classified salaries 2000-2999: Classified Personnel Salaries LCFF 19,918.69

Goal Analysis

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

Funds budgeted for these actions and services were appropriately allocated at the time of writing the original plan and spent with the exception of some material costs and personnel costs. For example, we have traditionally had a large budget for additional food and food supplies needed for school culinary programs and for additional free food for students. Due to the pandemic and distance learning, these programs adapted to meet the needs of students and families. Local food pantries and the school lunch waiver allowed for a robust implementation of free lunch pick ups at our school sites as well as the advertisement of local food bank programs. All schools in our county began serving free lunches and this program supported all families throughout the county. We maintained and increased access to counseling and social-emotional support through the pandemic through our internal counselors and community partnerships.

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

The pandemic provided an opportunity for growth and meeting the social and emotional needs of our community unlike any other time. Our team jumped into action and the Santa Cruz COE Alt Ed counseling and support team worked tirelessly to connect with students and families. It was a huge learning curve to switch to remote services and our team stepped up to the challenge. We have learned that some remote services have been very successful and are likely here to stay as we emerge from the pandemic.

Goal 3

Increase parent access to information regarding student progress and continue efforts to include parent input and participation. This goal will have three areas of emphasis:
- Increase parent participation on advisory committees.
- Increase parent opportunities to participate in their child's education.
- Increase parent knowledge of student's progress.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                       Priority 4: Pupil Achievement (Pupil Outcomes)
                       Priority 5: Pupil Engagement (Engagement)
                       Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Number of programs that conduct regular parent meetings **19-20** Maintain the number of programs that conduct regular parent conferences to 16. **Baseline** 10	Maintained the number of programs conducting regular parent conferences.
Metric/Indicator Percent of parents that state they feel "informed about students progress" in annual survey. **19-20** Maintain percent of parents that state they feel "informed about students progress" in annual survey at 85% or higher. **Baseline** 82%	78% of parents strongly agree or agree the they feel informed about student progress, 8% had no opinion.

Expected	Actual
Metric/Indicator Percent of parents that indicate that they feel they have opportunities to participate in their child's education. **19-20** Increase percent of parents that indicate that they feel they have opportunities to participate in their child's education by 5%. **Baseline** 62%	66% of parents surveyed strongly agree or agree they have opportunities to participate in their student's education and 16% had no opinion.
Metric/Indicator Number of programs using web based texting to facilitate communication with families. **19-20** Maintain the number of programs using web based texting to facilitate communication with families at 9. **Baseline** 3	Maintained the number of programs using web-based texting to promote communication with families at 9 or more.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 Conduct quarterly scheduled LCAP and SSC Parent Advisory Committees (3A, 3B).	3.1.1 Staff time to prepare and facilitate LCAP, SSC meetings 2000-2999: Classified Personnel Salaries LCFF $2,000	3.1.1 Staff time to prepare and facilitate LCAP, SSC meetings 2000-2999: Classified Personnel Salaries LCFF 2,000
3.2 Staff time to conduct parent teacher conferences for all programs. (3A, 3B, 3C, 4, 5, 6)	3.2.1 Staff time to conduct parent teacher conferences for all programs. 1000-1999: Certificated Personnel Salaries LCFF $75,000	3.2.1 Staff time to conduct parent teacher conferences for all programs. 1000-1999: Certificated Personnel Salaries LCFF 75,000
3.3 Conduct quarterly scheduled ELAC and DELAC Parent Advisory Committees. (3B)	3.3.1 Staff time to prepare and facilitate ELAC and DELAC meetings. 2000-2999: Classified Personnel Salaries LCFF $2,000	3.3.1 Staff time to prepare and facilitate ELAC and DELAC meetings. 2000-2999: Classified Personnel Salaries LCFF 2,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.4 Continue to provide parent contact materials in English and Spanish. (3A, 3B)	3.5.1 Bilingual Student Data Specialist (translator) 2000-2999: Classified Personnel Salaries LCFF $25,082	3.5.1 Bilingual Student Data Specialist (translator) 2000-2999: Classified Personnel Salaries LCFF 25,082
3.5 Continue Responsibility Stipend for Lead RSP teacher. Duties to include ensuring parental participation at IEP and 504 meetings, communicating with parents regarding IEP services, and assisting parents of exceptional needs students as theses students transition in and out of our programs. (3C)	3.5.1 Stipend 1000-1999: Certificated Personnel Salaries LCFF $11,000	3.5.1 Stipend 1000-1999: Certificated Personnel Salaries LCFF 11,000
3.7 Provide outreach to families of unduplicated students to improve participation and input at scheduled parent meetings. (LCAP Advisory, SSC, ELAC/DELAC) (3B, 3C, 4 , 5, 6)	3.7.1 Personnel Costs 2000-2999: Classified Personnel Salaries LCFF $8,000	3.7.1 Personnel Costs 2000-2999: Classified Personnel Salaries LCFF 8,000
3.8 Provide instruction and assistance to staff in the use of web based texting to facilitate communication with families. (3A)	3.8.1 Personnel Costs 1000-1999: Certificated Personnel Salaries LCFF $2,000	3.8.1 Personnel Costs 1000-1999: Certificated Personnel Salaries LCFF 2,000
3.9 Conduct outreach to families of unduplicated students to collect data for facilitation of LCAP process meetings. (3B, 4, 5, 6)	3.9.1 Personnel Costs 2000-2999: Classified Personnel Salaries LCFF $2,000	3.9.1 Personnel Costs 2000-2999: Classified Personnel Salaries LCFF 2,000

Goal Analysis

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

All actions and services were carried out despite the pandemic and the funds budgeted were appropriately allocated and spent. The delivery of some services transitions to remote modalities due to the pandemic.

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

The pandemic created great opportunities for learning how to best connect with families. We all learned together how to use new technology and created more convenient ways to connect.

Goal 4

Collaborate and coordinate Countywide Plan for Expelled Youth with all districts to serve expelled youth.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percent of students subjected to full expulsions are appropriately placed. **19-20** Maintain 100% of expelled students appropriately placed. **Baseline** 100% of expelled students appropriately placed.	Maintain placements for expelled studdents.
Metric/Indicator Regular meetings scheduled with large districts to coordinate placement of expelled students with Special Needs. **19-20** Measure to be discontinued. **Baseline** Regular meetings conducted.	Discontinued
Metric/Indicator	Maintained at least 6 meetings per year.

Expected	Actual
Schedule and conduct at least four meetings with large districts in order to coordinate placement of expelled students with Special Needs. **19-20** Maintain a minimum of 6 meetings. **Baseline** Baseline to be set in 2018-2019	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.1 Administrative staff time to conduct regular meetings with districts to coordinate placements of expelled students with special needs. (9)	4.1.1 Staff time Armstrong 1000-1999: Certificated Personnel Salaries LCFF $20,000	4.1.1 Staff time Armstrong 1000-1999: Certificated Personnel Salaries LCFF 20,000
4.2 Meet individually with families of expelled students to place students and create an educational plan for each student. (9)	4.2.1 Certificated staff time to conduct intake and enroll expelled youth - Armstrong 1000-1999: Certificated Personnel Salaries LCFF $16,943 4.2.2 Certificated staff time to conduct intake and enroll expelled youth - Izant 1000-1999: Certificated Personnel Salaries LCFF $12,000 4.2.2 Classified staff time to conduct intake and enroll expelled youth - Pitman 2000-2999: Classified Personnel Salaries LCFF $15,000	4.2.1 Cert staff time to conduct intakes 1000-1999: Certificated Personnel Salaries LCFF 16,943 4.2.2 Certificated staff time to conduct intake and enroll expelled youth - Izant 1000-1999: Certificated Personnel Salaries LCFF 12,000 4.2.2 Classified staff time to conduct intake and enroll expelled youth - Pitman 2000-2999: Classified Personnel Salaries LCFF 15,000

Goal Analysis

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

Funds budgeted for actions and services were appropriately allocated and spent. We continue to support the educational needs of expelled students.

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

Meeting the needs of all students during the beginning months of the pandemic was a challenge but like all other goals, our team rose to the occasion to meet the needs of our students, including expelled students.

Goal 5

The Foster Youth Services Coordinating Program (FYSCP) is an inter-agency cooperative operated under a state grant with support from local districts, the Child Welfare Department and Federal Title IV-E funds to ensure academic success for students in foster care under the direction of AB854. The FYSCP's goal is to:

- Ensure that the COE and the districts effectively collaborate with the Foster Youth Services Coordinating Program (FYSCP) to provide services for students in foster care by working with districts and collaborative agencies/personnel (County Mental Health, Care Givers, Social Services, CASA, the courts, Independent Living Program, etc.) in order to:
- Minimize changes in school placement, and ensure timely, if not immediate, enrollment when a school placement change does occur.
- Ensure all agencies have needed information including education status and progress.
- Facilitate the swift transfer of records.
- Ensure the coordination and delivery of educational services.
- Create a team of advocates, set goals and communicate regularly regarding academic and social-emotional progress.
- Create and coordinate usage of a countywide transportation plan, including a dispute resolution process per federal ESSA laws and regulations.
- Maintain a countywide advisory council made up of all stakeholders concerned about or part of the education of foster youth.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percent of county LEA's which are signatories to, and participate in, the Foster Youth Services Coordinating Plan MOU. **19-20** 100% of county LEAs will be signatories to and participate in the Foster Youth Services Coordinating Plan MOU. **Baseline** 100%	Maintained 100% of county LEAs as signatories and participants in the FY services plan.

Expected	Actual
Metric/Indicator Percent of LEA's with foster youth enrollments which are signatories to, and participate in, the Title IV-E federal support consortium MOU. **19-20** 100 % Percent of LEA's with foster youth enrollments will be signatories to, and participate in, the Title IV-E federal support consortium MOU. **Baseline** 83%	Maintained 100% Percent of LEA's with foster youth enrollments will be signatories to, and participate in, the FYSCP Direct LCAP Contributions MOU.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5.1 Collaborate and coordinate county-wide on behalf of Foster Youth as the Foster Youth Services Coordinating Program (FYSCP) in order to provide technical assistance, case management coordination and training to districts in meeting the educational needs of foster youth. (10A-D)	5.1.1 Personnel costs to update and support the countywide plan and the countywide foster youth services coordinator. The coordinator shall: work with the child welfare agency to minimize changes in school placement, provide education related information to the county child welfare agency, respond to requests from the juvenile court for information and work with the court to provide educational services, assist in the establishment of a mechanism for the efficient transfer of health records, and assist in the overseeing of foster youth education liaisons. (10a-e) (Student Services Director Salary - Paynter)	5.1.1 Personnel costs to update and support the countywide plan and the countywide foster youth services coordinator. The coordinator shall: work with the child welfare agency to minimize changes in school placement, provide education related information to the county child welfare agency, respond to requests from the juvenile court for information and work with the court to provide educational services, assist in the establishment of a mechanism for the efficient transfer of health records, and assist in the overseeing of foster youth education liaisons. (10a-e) (Student Services Director Salary - Paynter) 2000-2999: Classified Personnel Salaries LCFF 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2000-2999: Classified Personnel Salaries LCFF $18,500	
5.2 Oversee the participation of staff in the development and implementation of an educational plan for each foster youth in the county, both at the COE and at District LEAs.	5.2.1 Personnel costs to oversee staff participation and implementation of foster youth educational planning and teaming (RES 0611, 0612, 0621) (Student Services Director Salary - Paynter) 2000-2999: Classified Personnel Salaries LCFF $18,500	5.2.1 Personnel costs to oversee staff participation and implementation of foster youth educational planning and teaming (RES 0611, 0612, 0621) (Student Services Director Salary - Paynter) 2000-2999: Classified Personnel Salaries LCFF 0

Goal Analysis

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

The Santa Cruz COE Student Services Department Director position and services maintain and since writing this goal we have restructured and separated the funding of this position from Alternative Education budget. Funds that were allocated for this position have been reallocated to support the Alternative Education students, families, teachers, and staff.

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

Countywide coordination of Foster Youth support has been maintained throughout the pandemic. The Foster Youth team continues to work collaboratively with our Alternative Education team to train our staff and provide individual supports to our students. Throughout the pandemic the Foster Youth team has maintained countywide coordination and support of Foster Youth throughout the county.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
M and O transfer, including the cleaning of school sites.	$231,067.26	231,067.26	No
Supplemental food and clothing offerings supporting the needs of our low-income students.	$24,224.03	10,000.00	Yes
Instructional staff at Sequoia Schools campus, our school designed to meet the needs of our unduplicated student population.	$530,063.59	750,901.26	Yes

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

All actions were carried out as planned. For the second year in a row, due to the pandemic, our supplemental food and clothing costs decreased. The personnel costs at Sequoia campus increased with additional staff members.

Analysis of In-Person Instructional Offerings

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

Safety-Our Maintenance and Operations team ensured school sites were cleaned and outfitted with appropriate safety equipment. The Alternative Education department adjusted to safety guidance and protocols to ensure our learning environments were appropriately suited for the ever-changing learning environment. Signage, hand sanitizer, cleaning materials, Personal Protective Equipment, air filters, thermometers, and rigorous cleaning were implemented throughout our sites.

Communication-Our Alternative Education school sites continuously provided two-way dialogue about the ever-changing educational situation throughout the pandemic. Systemwide, the students, families, and community had access to regular communication from our Superintendent, Dr. Sabbah, which was strategically coordinated with all district superintendents. This regular communication was

sent out in English and Spanish and provided a uniform message to all families. Surveys and department updates were also sent by the Alternative Education office.

Academic and Social-Emotional Supports- As we transitioned to in-person instructional offerings our academic and support programs adapted. Our phenomenal teachers and counselors modified their curriculum and support offerings to include each student's needs. Our instructional and support staff became well-versed at hybrid learning and support and provided academic and social-emotional support both in-person and remotely. We developed a tiered re-engagement strategy for students so that we could properly support all students. Our school sites had regular meetings with their admin support team to discuss learning changes and individual students.

Family Engagement-We learned that remote offerings, although not as engaging and perhaps not as fun as in-person meetings, have proven to be an important part of our engagement efforts. We had families join meetings from work and attend more frequently because of the remote option. Remote meetings or hybrid meetings have been one of many silver linings throughout the pandemic.

Professional Learning-Our Alternative Education team participated in a robust offering of professional learning throughout the 20-21 school year. We kicked off the year with a week-long learning event and continued throughout the year with both internally created professional learning with collaboration from our Educational Services department and professional development offered through partnerships with the COE. Additionally, we had a team participate in the Multilingual Network led by our COE with collaboration from all districts throughout the county.

As we phased in our in-person offerings we prioritized students who would most benefit from in-person learning including students who were disengaging from remote learning, emerging multilingual students, Foster Youth, students experiencing homelessness, students with Individual Educational Plans, and students at risk of abuse or neglect.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology Coordinator ensuring tech and access for all students including unduplicated students	$177,583.14	162,371.41	Yes
Instructional Aides in classrooms serving high proportions of unduplicated students	$702,728.54	735,267.80	Yes
Community Organizer, Project Specialists, and Project Coordinator supporting the students and families of unduplicated students.	$404,384.53	507,926.59	Yes
Professional development focused on supporting the needs of our English Learners during Distance Learning and for in-person learning.	0	0	Yes

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

There were no substantive differences between planned actions and/or expenditures with the exception of personnel expenses, which increased and all actions were carried out. The professional development was carried out through our internal staff and our partnership with our Educational Services department.

Analysis of the Distance Learning Program

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

Continuity of Instruction/Staff Roles/Responsibilities/Professional Learning:

After jumping into Distance Learning in Spring 2020 our Alternative Education department learned a lot of great lessons quickly with regard to continuity of learning. Our department along with the COE Educational Services department and our Technology Plus team sprang into action and collaborated together to ensure continuity of learning. While we were hopeful for an in-person/hybrid start of the 20-21 school year, our entire county had to begin the year with Distance Learning due to the pandemic. We took the lessons learned from the Spring term and efficiently planned for the Fall with the new SB 98 regulations in mind. We created more time for staff collaboration and planning, professional learning tailored to Distance Learning and supporting our students with high-needs, and we prioritized connection and engagement. As previously mentioned, as we kicked off the school year, our staff roles and responsibilities

shifted with the ever-changing landscape of learning and our team stepped up to meet the needs of our students, families, and community.

Access to Devices and Connectivity:

All students and families in need of a device or a hotspot had access to a school-provided Chromebook and/or hotspot. The Alternative Education department purchased new equipment to replace models not functioning correctly and to meet the demand presented with Distance Learning. Teachers continuously checked in with students about their devices and technology needs. Our Tech Plus team provided training to our staff to assist with distance learning and best practices.

Pupil Participation and Progress:

Throughout Distance Learning our students participated in a myriad of ways depending on their unique circumstances and the program they attend. Students across our programs had access to daily live interaction with their teacher and peers, synchronous learning, as well as individual or asynchronous learning opportunities. Prior to the pandemic, we offered a variety of program types to meet the needs of students including independent studies, classroom programs, and personalized learning programs or hybrids. During the pandemic, we learned that pupil participation opportunities needed to be differentiated as well to meet the needs of their learning styles and life circumstances. Teachers and school staff communicated daily with students and families to discuss progress and create unique plans for students. Our attendance and engagement procedures changed this year to be compliant with SB 98 and we developed an attendance/engagement tracker to account for daily participation of each student.

Support for Pupils with Unique Needs:

When students have unique needs we work together as a team to ensure their needs are met. These unique needs include students with Individualized Education Plans (IEPs), students experiencing homelessness, Foster Youth, students learning English, and a combination of factors. Our Special Education team had regular meetings to discuss the progress of each student and to ensure services were being met. For our South County schools, we coordinate services with Pajaro Valley Unified School District. Our Administrator who supports our Special Education team and Student Services actively participates in cross-district collaboration and learning opportunities provided through our SELPA leadership and Student Services COE department. As a countywide team, we discuss and strategize how to best serve our students with unique needs throughout the pandemic. The information gathered from these collaborative learning meetings are brought to our teams, discussed, and implemented as appropriate. Our classroom teachers, resource teachers, counselors, and student support staff all play a role in meeting the unique needs of our students.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Star Renaissance	$9,915	9,915	Yes
Professional development focused on learning loss mitigation, specifically for unduplicated students and Star Renaissance training.	0	0	Yes

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

There were no substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss. Professional learning, including how to implement our local assessment and how to utilize the results, was implemented and the costs of professional learning is built into salaries and our collaboration between COE departments.

Analysis of Pupil Learning Loss

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

To address learning loss throughout the 2020-2021 school year each site had close connections to students and their families. Student-teacher-family conferences, both formal and informal, happened throughout the school year to monitor and support student progress. Admin and teacher meetings were held regularly to discuss and create plans for students who were struggling with Distance Learning. As conditions improved with the pandemic we were able to phase-in in-person instruction first prioritizing students who were most in need of in-person instruction including students who were disengaging from learning, students with IEPs, students learning English, and students with other unique needs. Student attendance/engagement and academic progress was regularly monitored by teachers and staff and discussed with students and families.

Analysis of Mental Health and Social and Emotional Well-Being

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

Monitoring and supporting mental health and social and emotional wellbeing during the 2020-2021 school year was paramount. All school staff, including teachers, support staff, and counselors, were connected to students and involved in monitoring and supporting their mental health needs. We have invested significant time and resources to focus on mental health and social and emotional wellbeing. Daily instruction begins with a whole group connector. Each staff member understands that connection comes first and in order to get to a point where students can experience the academic success they must first feel safe. We have a large network of counselors who work with all of our sites. Our teachers have woven in social and emotional lessons and activities throughout their classes. Teachers and support staff continuously monitor the health and wellbeing of their students and promptly discuss any concerns to ensure appropriate services are provided. The tiered system of support was adjusted for the pandemic to meet the needs of our students. For Universal Supports, all students receive universal mental health and social-emotional wellness support, including trauma-informed practices and a safe and welcoming learning environment that prioritizes safety and mental health as a foundation needed for learning. Effective communication and student and family engagement in both the academic and mental health supports of the learner. Additionally, students have access to counselors. For Targeted Supports, students receive universal supports as well as individual meetings with teacher/support staff, admin consults with teacher and has family meetings if appropriate, and individual or family counseling is available. For Intensive Supports, students have utilized both universal and targeted supports and may benefit from the involvement of outside agencies and placement evaluation. The tiers of support are fluid and responsive to student needs. At all levels of support, the school ensures coordination with appropriate entities such as homeless or Foster Youth case managers, Special Education team, Probation, and CASA advocates when applicable. All of our team members had continuous training regarding the best ways to engage students and support them throughout the pandemic.

Analysis of Pupil and Family Engagement and Outreach

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

Our tiered re-engagement strategies for students who experienced challenges during distance learning was an effective strategy to follow to ensure proper steps were being taken for each individual student. Outreach and family engagement during the pandemic was multifaceted and balanced the need to engage with the community and keep people informed with our desire to not overwhelm and inundate our families with too much information. Communication was streamlined and uniform throughout the county with the regular and translated letters from the superintendents. These regular communications proved to be very effective in having a common foundation of relevant and detailed information. In addition to our countywide letters, our Alternative Education department sent our district communication as well as site specific outreach. Site outreach that happened between the teachers/support staff and families was extremely helpful. Our site teams have close connections with our families and are able to reach each family in their preferred way and have a conversation with them. The small nature of our programs really helped cultivate effective outreach and engagement

throughout the pandemic. Additionally, remote meetings with families has proven to be an effective way to communicate, hold meetings, and conduct intakes. We greatly look forward to more in-person meetings but we cannot deny the fact that for some meetings it was more convenient to hold them remotely and more effective because of the turnout.

Analysis of School Nutrition

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

School lunches have been available throughout the pandemic to students who were or were not eligible for the free and reduced lunch program. With the free meal offerings at all school districts and the partnerships with local food banks, we found a decline in our food costs for the second year in a row because of the pandemic. Never before has such a community effort been made to have food available to our entire community. In a traditional year we have spent significantly more money on supplemental food and clothing costs but with Distance Learning and the ample availability of food throughout the county along with free meals at our schools, the needs was satisfied. Food has always been a core part of our programs and culinary programs at our sites bring people together and we look forward to having more opportunities in the future to return to our supplemental culinary programs.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	School counselors who support students and families most in need, including providing lunch services and emergency resources for students and families.	$155,413.17	136,448.78	Yes

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

There were not substantive differences between the planned actions and budgeted expenditures for this action item.

Overall Analysis

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

There have been a multitude of lessons learned throughout the pandemic and sticking with our core beliefs and values as a student-centered organization designed to meet the needs of each learner and family is critical to maintain. Sticking to an individualized, student-centered mindset makes it possible to meet the needs of students regardless of the modality of learning. Our teachers and staff have learned critical new technology skills in a very short amount of time and have adjusted their working environments numerous times throughout the pandemic. Now more than ever, we are re-evaluating the student learning experience as we hopefully look to the Fall of in-person learning. We will take with us what we have learned about flexibility, efficiency, and effectiveness with regard to utilizing new ways of communication and engagement. Connection and personalized learning have always been at the forefront of our Alternative Education Programs and they continue to be values we hold as we emerge throughout the pandemic. We will expand our counseling and wellness programs as we emerge from the pandemic and provide our students and colleagues with a restorative and exciting start to the new year. Our equity work, including both self-evaluation and collective organizational evaluation will endure. We are continuously critiquing and making adjustments to the curriculum we are offering our students, our instructional practices, and how we engage with all students and families with an asset based mindset and a genuine desire to learn with and from each other. The Santa Cruz COE and our department have collaborated on social-emotional wellness, racial justice, and arts integration, which are all fundamental components of education.

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

Pupil learning loss has and will continue to be assessed in a myriad of ways. We use Star Renaissance as our local reading and math assessment. We analyze individual student progress in meeting credit goals, and we pay attention to student engagement. The same assessment measures are used with students with unique needs and in addition, as applicable, student IEP goals are addressed. In collaboration with case managers for Foster Youth and students experiencing homelessness, counselors, families, and probation teams also connect, assess and monitor student learning loss and needs. The English Language Proficiency Assessment for California (ELPAC) will continue to be used to monitor the progress of our multilingual students. We will continue to seek out as well as create supplemental curriculum and instruction materials for teachers. Our teachers have collaborated on many curriculum projects aimed to meet the unique learning needs of our students and we are working to better distribute and implement these supplemental materials.

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

There were no substantive difference between the planned actions and what was implemented, however, there were changes to costs such as personnel costs and the costs for some materials. The increased and improved services requirement has been met and exceeded.

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

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

The 2021-2024 LCAP has been informed greatly by all of our stakeholders and the experiences of 2019-2020 and 2020-2021.Throughout the pandemic and fires we moved through phases of learning and support together as a community. Our team is more prepared for the unexpected than ever before. It is challenging to write plans that span multiple years, even one year, as we have learned how greatly our lives can be upended seemingly overnight. With that being said, we endure and plan now, more than ever, to support the individual needs of our students and help cultivate safe learning environments that support their individual needs, aspirations, and honors the assets that they bring to our learning community. We will strive to create learning communities that are restorative, rooted in equity, inclusive, and challenge our students and staff to continuously learn and reach their personal learning goals. Over the next few years we will critically question and interrupt any barriers to learning that are discovered, we will innovatively find ways to not only meet the needs of our learners but also push to empower each other to learn and grow beyond our expectations.

Instructions: Introduction

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

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

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

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

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

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

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

  o As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	5,755,380.10	5,548,441.67
LCFF	5,750,380.10	5,548,441.67
Other	5,000.00	0.00

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

Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	5,755,380.10	5,548,441.67
1000-1999: Certificated Personnel Salaries	4,151,320.00	4,155,378.01
2000-2999: Classified Personnel Salaries	844,018.00	781,438.03
4000-4999: Books And Supplies	210,000.00	52,832.87
5000-5999: Services And Other Operating Expenditures	237,042.10	222,125.50
5700-5799: Transfers Of Direct Costs	310,000.00	336,667.26
5800: Professional/Consulting Services And Operating Expenditures	3,000.00	0.00

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

Total Expenditures by Object Type and Funding Source				
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	5,755,380.10	5,548,441.67
1000-1999: Certificated Personnel Salaries	LCFF	4,151,320.00	4,155,378.01
2000-2999: Classified Personnel Salaries	LCFF	844,018.00	781,438.03
4000-4999: Books And Supplies	LCFF	210,000.00	52,832.87
5000-5999: Services And Other Operating Expenditures	LCFF	232,042.10	222,125.50
5000-5999: Services And Other Operating Expenditures	Other	5,000.00	0.00
5700-5799: Transfers Of Direct Costs	LCFF	310,000.00	336,667.26
5800: Professional/Consulting Services And Operating Expenditures	LCFF	3,000.00	0.00
		310,000.00	336,667.26
		3,000.00	101,587.10

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

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	4,845,355.10	4,809,391.19
Goal 2	682,000.00	548,025.48
Goal 3	127,082.00	127,082.00
Goal 4	63,943.00	63,943.00
Goal 5	37,000.00	0.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$785,354.88	$991,968.52
Distance Learning Program	$1,284,696.21	$1,405,565.80
Pupil Learning Loss	$9,915.00	$9,915.00
Additional Actions and Plan Requirements	$155,413.17	$136,448.78
All Expenditures in Learning Continuity and Attendance Plan	$2,235,379.26	$2,543,898.10

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$231,067.26	$231,067.26
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$231,067.26	$231,067.26

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$554,287.62	$760,901.26
Distance Learning Program	$1,284,696.21	$1,405,565.80
Pupil Learning Loss	$9,915.00	$9,915.00
Additional Actions and Plan Requirements	$155,413.17	$136,448.78
All Expenditures in Learning Continuity and Attendance Plan	$2,004,312.00	$2,312,830.84

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Cruz County Office of Education	Dr. Jennifer Izant Gonzales Project Director	jizant@santacruzcoe.org (831) 466-5739

Plan Summary [2021-22]

General Information

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

Santa Cruz County is located on the beautiful central coast of California at the northern part of Monterey Bay. Geographically, Santa Cruz County is the second smallest county in the state. The county stems from the small northern community of Davenport to the city of Watsonville in the Pajaro Valley at the southernmost part. The Santa Cruz County Office of Education (COE) operates a robust Alternative Education department comprising of Court and Community Schools situated around the county. A snapshot of our enrollment on a given day throughout the year tends to hover between 700-800 students with a total of roughly 1,100 to 1,200 students being served annually. The mission of our program is to ensure that every student has access and supports to an educational program that suits their individual needs and aspirations. This is accomplished through a variety of educational models offered throughout the county at our various locations.

Our students enter our programs with their own history and educational experience. We take the time to learn about each student, what has worked in the past, what has not worked and what their goals are. Each student who enters our programs has an intake to get to know our program offerings and for us to learn more about the student. This process helps us transition the student into our programs. The unique needs of the student are also addressed and plans are put into place upon enrollment to connect students with team members to provide appropriate support such as special education services, coordination of Foster Youth support, services for students experiencing homelessness, counseling, or multilingual program support for English Learners. We principally direct resources to support all of our students with higher needs and due to the small nature of our programs all of our students benefit from this model. All of our students have access to a broad course of study, counseling, food, work-based learning, employment counseling, language acquisition support as needed, special education services, and an individually tailored academic experience.

Many of our students attend our programs temporarily and often our students arrive at our schools after not experiencing success with their previous educational program. With each new or continuing student, we review their transcripts and create an action plan to get students caught up and to meet their graduation and post graduation goals. We continuously monitor credit accrual and utilize our Star Renaissance assessment data. Commonly used measurements such as the California Assessment of Student Performance and Progress (CAASPP) are administered however, it is important to note that this snapshot is not an adequate measurement of student progress in our programs due to

the high mobility of our students and the fact that students often attend our programs after significant gaps in learning. That being said, we do administer state tests and analyze the results for any trends. We also administer the California Healthy Kids Survey as well as our internal surveys each year to monitor our progress as an organization in meeting the needs of all of our stakeholders.

Traditionally, over 50% of students enrolled at our Community School programs are considered socioeconomically disadvantaged and 100% of students in Court School are classified as socioeconomically disadvantaged. Although, according to the 2020 California School Dashboard our Community School has 1% Foster Youth and 1.1% Students experiencing homelessness, these numbers tend to be lower than actual. Slightly over 50% of our students identify as Hispanic and just under 20% of our student population are identified as English Learners. As mentioned above regarding state testing, reclassification of English Learners and measuring progress through the ELPAC can be extremely challenging due to the mobility of our students.

Santa Cruz COE Court and Community School programs participate in the Dashboard Alternative School Status (DASS) system which has modified metrics for alternative schools through the California School Dashboard. Due to the pandemic, the data from the Dashboard is limited. All state priorities are reflected upon and woven into the LCAP. Below is a summary of the 10 state priorities as well as metrics, some referenced above, that are not applicable to our programs. In addition, we bring our local indicators to the Board each year.

Priority #1 Basic
All teachers are fully credentialed and appropriately assigned in our programs. We ensure each student and teacher has standards-aligned curriculum and materials and that our school sites are safe and in good repair. Priority #1 is addressed in our goal #1.

Priority #2 Implementation of State Standards
Our instructional staff have continuous training on the state standards and the alignment of the English Language Development Standards. Priority #2 is addressed in our goal #1.

Priority #3 Parent Involvement
Parent engagement and involvement is a high priority for our programs and we provide opportunities and outreach to our community specifically ensuring participation of the families of our high needs students. Priority #3 is addressed in goal #3.

Priority #4 Pupil Achievement
As previously mentioned, we do administer the state tests but do not consider the results as the best metric for student academic achievement. Additionally, the percentage of students who have completed the a-g requirements or CTE pathways does not apply to the vast majority of our students who are not in our programs for their high school career. We are working to create, maintain, and improve the number of students we have who complete college courses, specifically from traditionally marginalized groups. Measuring the progress of English Proficiency through the ELPAC and reclassification are also metrics that have challenges when applied to our programs because of student mobility. Furthermore, the passing of AP exams or the EAP are not applicable to our programs. With these explanations in mind, we do administer both the CAASPP and ELPAC and analyze the results. We have also updated our reclassification criteria and look forward to more reclassifications in 2021-2022. We have a pandemic baseline for our local assessment, the Star Renaissance. In goal #1 we discuss Priority #4 including the progress of our multilingual students and address the academic achievement of students.

Priority #5 Pupil Engagement
While attendance rates were measured differently through the pandemic with the attendance/engagement documentation, we do monitor student attendance and participation regularly. Chronic absenteeism is a K-8 indicator that captures a very small amount of our students in middle school. Our Court and Community School attendance rates have maintained above 90%. The high school and middle school dropout rates are not included as metrics for DASS programs. Priority #5 is addressed through goal #2.

Priority #6 School Climate
Our Court and Community School programs do not expel students and we educate students who are expelled from local schools. We track and monitor suspension rates in our schools and these rates continue to be very low. We utilize the CA Healthy Kids Survey, local surveys, and evidence from student and parent meetings to gauge school climate. Priority #6 is addressed in Goal #2.

Priority #7 Course Access
All students have access to a broad course of study in our programs and this priority is addressed in goal #1.

Priority #8 Student outcomes
Student outcomes and professional learning as measured metrics are included in goal #1.

Priority #9 Expelled Pupils
The Santa Cruz COE coordinates educational services for expelled pupils throughout the county. The newest version of the countywide plan for expelled youth was revised throughout the 20-21 school year and will be presented to the board and posted to our website by July 1, 2021 and this goal is addressed in goal #4.

Priority #10 Foster Youth
The Santa Cruz COE coordinates services countywide for our Foster Youth and this priority is addressed in goal #5.

Reflections: Successes

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

Due to the pandemic, the most recent Dashboard data, for the most part, is outdated. Based on the 2019 Dashboard our Santa Cruz County Community Schools showed progress with the Graduation Rate, the English Language Arts, Mathematics, and College and Career Indicators. The Chronic Absenteeism indicator is a K-8 indicator that also showed progress on the 2019 Dashboard but for a small number of students. Our Suspension Rate for the 2019 Dashboard maintained in the Blue category. For our Santa Cruz County Court Schools, the enrollment numbers are so low that indicator colors are not shown with the exception of Blue for Suspension Rate because our Court Schools did not have suspensions.

The highly individualized and small nature of our programs has created success with our increasing graduation rate. When a student enters our programs and throughout their time with us, they receive individual reviews of their transcripts and progress. The family and support team of the student is also involved in these reviews and we ensure students are receiving appropriate supports and opportunities to meet their needs and academic aspirations. Certain waivers for applicable students are also put into place in accordance with the law for students who qualify (AB-167, AB 1806, AB-2306).

The curriculum and instruction practices in our programs are designed to meet the needs and interests of our students. We are continuously taking a critical look at our curriculum and instructional practices to break down any barriers that may exist and to ensure our curriculum is inclusive and teaching practices are culturally responsive. We have a dedicated group of educators who reflect on their own practices as well as systemic barriers in our educational system that exist and are committed to change. We work in conjunction with our Educational Services and Student Support Services team along with our internal professional development leaders in Alternative Education, to create a professional learning environment that is committed to change. We are broadening our curriculum offerings and we are energized for continued professional learning partnerships focused on racial justice and education and continue our individual and collective equity journey in Alternative Education.

Reflections: Identified Need

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

As previously mentioned, due to the pandemic as well as the unique nature of our Alternative Education programs, common data metrics have challenges when being analyzed. That being said, we have reviewed the Dashboard data, our local perception data, local academic data, and continue to utilize the California Healthy Kids Survey, to assess our progress and create meaningful actions rooted in authentic need. While the Dashboard shows progress with the academic indicators and we have spoken to the issues with the CAASPP as a measurement, our local assessments and the state assessments reveal our students enter our programs below or significantly below grade level in English Language Arts and Mathematics. With this in mind, it is most important for us to continue to provide a rigorous and engaging learning experience that connects with each student and ignites a desire to learn. According to older CAASPP data and local academic data, our students with high needs score disproportionately lower on academic testing and by internal data are not dually enrolled in college courses at the same rate as their peers. We are working on increasing college access to our students through dual enrollment as well as increase Career Technical Education classes and opportunities. On the 2019 Dashboard for the Santa Cruz County Community School, students with disabilities and English learners were categorized as Red for College and Career Indicator. While the 2020 Dashboard reveals improvements to the College and Career Indicator for our Community School students discrepancies still exist and this is addressed in more detail in goal #1. We are addressing this specifically with our College and Career Coordinator and tailored professional learning, curriculum, and increased access and support. Chronic Absenteeism was Orange for all Santa Cruz Community students for the 2019 Dashboard and this is a K-8 indicator and we are working on engagement in goal #3 for all students. Socioeconomically disadvantaged students were categorized as Orange for Mathematics for our Community School for the 2019 school year as well and we are addressing this through professional learning, curriculum, and tailored instructional supports. Increasing professional learning opportunities and more coordinated supports for our multilingual students is also a priority. We will continue to monitor multiple metrics to track our progress on these identified

needs. For our Santa Cruz County Court School the number of students is too low to have an indicator color but our internal data reveals aligned needs with our Community School students.

LCAP Highlights

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

The Santa Cruz County Office of Education Court and Community Schools have created three broad goals in conjunction with stakeholder feedback and involvement. We have two additional goals related to California State Priorities 9 and 10 which specifically address the Santa Cruz County Office of Education's commitment to ensure the education of expelled youth and the countywide coordination of Foster Youth services. With each goal, the Santa Cruz COE ensures increased and improved services for foster youth, English learners, and socioeconomically disadvantaged students.

1. Students will have access and support to an individually-tailored rigorous and engaging educational experience that is inclusive, culturally relevant, standards-aligned, and promotes individual growth during school and after graduation.

2. The Santa Cruz COE will create and sustain safe, engaging, and inclusive learning environments that support the social and emotional needs and growth of our students.

3. The Santa Cruz COE will partner with our students, families, and the community to create collaborative relationships, engaging learning opportunities, and shared responsibility for the empowerment of our students.

4. The Santa Cruz County Office of Education will coordinate the countywide plan for expelled youth and continue to support the educational needs of expelled youth.

5. The Santa Cruz County Office of Education will coordinate services for Foster Youth students in our Court and Community Schools and districts throughout our county.

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.

None

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

The Santa Cruz COE Alternative Education department partners with our stakeholders to continuously evaluate and improve our programs. Throughout this most unusual year, we have been extremely grateful to our families, students, and community for continuously engaging in the feedback and planning process. For the LCAP we had staff, student, and family surveys which also provided an opportunity to discuss the coordination of other pandemic relief funding. In addition to the surveys, we held student focus groups which provided the opportunity for students to engage in a dialogue about their experience through the pandemic and their hopes for the next school year. Student focus groups provide an excellent opportunity to amplify and honor the voices and experiences of our students. Our different parent groups, including our Parent Advisory Committee, DELAC, ELAC, and School Site Council all participated in providing feedback and direction for the LCAP. Our colleagues participated in the LCAP survey as well as staff meetings regarding our goals and actions. Additionally, our Alternative Education Advisory Committee, our staff leadership team, also reviewed the data and provided additional feedback and direction. Our Classified and Certificated unions were involved and consulted for feedback regarding both the LCAP and planning related to federal and state pandemic relief funding. Our department works closely with our SELPA, attending bi-weekly meetings as well as consulting directly with our Executive Director of SELPA regarding our LCAP. Our small programs also have many opportunities for dialogue both formally through conferences and informally through virtual and in-person conversations. The public hearing for the LCAP, Annual Update, and Budget Overview for Parents is held at a public board meeting and announced to the public as required.

A summary of the feedback provided by specific stakeholder groups.

Feedback from families of English Learners and advisory groups supported our efforts to provide educational experiences that meet the individual needs of the students. The parents commended our organization for the great communication and support of their students. Continuing our current efforts and staying connected to families was emphasized as important to our parent groups. Just over 95% of families indicated that our school staff is dedicated to the academic success of their student and 90% of families indicate their student feels safe at school and 95% of families report feeling comfortable approaching staff with concerns. Continuing and strengthening our academic, engagement, and social-emotional supports was reflected as appreciated and important according to our family survey. According to our student survey, 89% of students feel our staff is dedicated to their academic success with 8.8% not having an opinion on the questions and 87.6% of students feel safe at school with 10.6% not having an opinion on the question. Just over 80% of students report feeling comfortable approaching staff about concerns with 17% not having an opinion. The student responses to our survey were aligned to the family responses with more students opting to use the no opinion or neutral option. Our student focus groups added to the data and our students reported enjoying their school community, the teachers and staff, flexibility, and small size. The students described their school work as appropriately challenging and hoping for more resources for field trips, engaging curriculum and activities. From our staff survey, 92.6% believe the staff is dedicated to student academic success and 94% believe our schools are safe. 86.8% of staff report feeling comfortable discussing concerns with their colleagues. Our colleagues provided specific feedback regarding more curriculum and instruction support for our multilingual students, more access across our programs for counseling, and stronger coordination of services and identification for our students experiencing homelessness and foster youth. All stakeholder groups expressed the need to continue to strengthen our robust counseling and support network, and engagement with families and community resources that provide hands-on learning experiences for students.

Stakeholder feedback directly impacted each goal of this LCAP as well as the coordination of funds received to support our students and programs during the pandemic and beyond.

Goal #1

Students will have access and support to an individually-tailored rigorous and engaging educational experience that is inclusive, culturally relevant, standards-aligned, and promotes individual growth during school and after graduation. This goal was emphasized by all groups to keep our programs small, tailored to students, and ensure curriculum and instruction are engaging, rigorous, and culturally relevant.

Goal #2

The Santa Cruz COE will create and sustain safe, engaging, and inclusive learning environments that support the social and emotional needs and growth of our students. Continuing to strengthen our counseling supports for students was voiced as a priority across stakeholder groups.

Goal #3

The Santa Cruz COE will partner with our students, families, and the community to create collaborative relationships, engaging learning opportunities, and shared responsibility for the empowerment of our students. Our students voiced community partnerships, field trips, and opportunities to learn in the community as a priority. Our families articulated they want to continue to strengthen their connection to their student's school.

Goal #4 and #5

The Santa Cruz County Office of Education will coordinate the countywide plan for expelled youth and continue to support the educational needs of expelled youth.

The Santa Cruz County Office of Education will coordinate services for Foster Youth students in our Court and Community Schools and districts throughout our county.

While these goals are required of COEs, we ensure community voice is included in how we deliver services. We work closely with our district partners, families, and Foster Youth team members and liaisons to meet the needs of our community and continuously improve our services.

Goals and Actions

Goal

Goal #	Description
1	Students will have access and support to an individually-tailored rigorous and engaging educational experience that is inclusive, culturally relevant, standards-aligned, and promotes individual growth during school and after graduation.

An explanation of why the LEA has developed this goal.

The academic achievement of our students is integral to our educational organization and the way we approach learning is shaped by each unique student. We are actively engaged in continuous improvement in the areas of curriculum and instruction and this goal, along with our other goals and actions are shaped with the voices of our stakeholders. Each goal is rooted in equity, inclusive practices, and honors each of our learners. Each year we maintain safe school facilities, appropriately placed teachers, and offer a relevant and engaging continuum of educational opportunities to meet the needs of our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All Teachers are appropriately placed and credentialed as measured annually with local indicators and through SARC. (Priority 1).	All Teachers are appropriately placed and credentialed measured annually with local indicators and through SARC.				Maintain appropriate placement of teachers and verify credentials annually.
All Teachers are appropriately placed and credentialed as measured annually with local indicators and through SARC (Priority 1).	All students have access to standards-aligned instructional materials as measured through local indicators and SARC.				All students have access to standards-aligned instructional materials as measured through yearly audit.
All school facilities are maintained and in good repair as	All school facilities are maintained and in good repair as				All school facilities are maintained and in good repair.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured through local indicators and SARC (Priority 1).	measured through local indicators and SARC.				
Academic content and performance standards are implemented with alignment to the ELD standards as measured through the local indicators (Priority 2).	Academic content and performance standards are implemented with alignment to the ELD standards as measured through the local indicators.				Academic content and performance standards are implemented with alignment to the ELD standards and addressed annually through continuous professional learning.
Academic content and performance standards are implemented with alignment to the ELD standards as measured through the local indicators (Priority 7).	Provide a broad course of study to all students as measured by local indicators.				All students have access to a broad course of study.
Continuously improve access and support to college and career courses, specifically for students with high needs, socioeconomically disadvantaged students, English learners, and students with disabilities as measured by the College and Career	According to the 2020 CA Dashboard for the Santa Cruz County Community School, 26% of students were prepared. 12.7% Hispanic students were prepared, 1.9% English learners were prepared, 13.5% socioeconomically disadvantaged students were prepared,18.8% of				40% of Santa Cruz Community School Students will be prepared based on the College and Career Indicator. No student group will be in Orange or Red on the CA Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Indicator (Priority 4 and 8).	students with disabilities were prepared, and 42.5% of white students were prepared.				
English Learner reclassification rate (Priority 4).	2020-2021 Dataquest shows 1 student in our Court Schools reclassified and 1 student in our Community School reclassified.				15 students reclassified.
Star Renaissance student achievement data (Priority 4).	Pandemic results from Star Renaissance testing conducted during 2020-2021. Student Median Growth Percentile: Reading All: 45% EL: 31% SPED: 36% Low Income: 41% Math All: 39% EL: 33% SPED: 38% Low Income: 38% Reading Test Court and Community Grade Equivalent				Reading All students growth percentile at 50% Reduce discrepancy between high needs students and all students. Math All students growth percentile at 50% Reduce discrepancy between high needs students and all students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All K-4th 8% 4-8th 45% 8-12th 47% English Learners: K-4th 50% 4-8th 46% 8-12th 6% Foster Youth 4-8th 66% 8-12th 33% Socioeconomically Disadvantaged K-4th 24% 4-8th 44% 8-12th 33% Special Education Students K-4th 44% 4-8th 44% 8-12th 15% Math Test Court and Community Grade Equivalent All K-4th 10% 4-8th 44% 8-12th 45% English Learners: K-4th 46% 4-8th 46% 8-12th 10% Foster Youth L-4th 13%				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	4-8th 75% 8-12th 13% Socioeconomically Disadvantaged K-4th 33% 4-8th 41% 8-12th 28% Special Education Students K-4th 54% 4-8th 33% 8-12th 14%				
ELPAC Data (Priority 4).	The 2018-2019 ELPAC data for Santa Cruz County Community showed 18.95% scored level 4, 37.89% scored level 3, 30.53% scored level 2, and 12.63% scored level 1.				Increase overall score of 4 to 30% and use the data as part of the reclassification process.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional staff at Sequoia Schools	Sequoia Schools campus was designed to support students with high needs and to be a resource hub for the area.	$820,774.15	Yes
2	Instructional Assistants in classes	Instructional assistants provide increased and improved services for students with high needs. Our instructional support staff make it	$595,816.21	Yes

Action #	Title	Description	Total Funds	Contributing
	to support students with high needs.	possible to individualize learning, tailor supports to the specific needs of students, and work alongside the teacher to provide instruction and support.		
3	Technology Coordinator	Technology and data specialist ensuring students have access and support to internet connected devices and analyzing data.	$97,341.53	No
4	Teacher on Special Assignment (TOSA)	Curriculum and Instruction TOSA focusing on coordinating tailored academic supports for our multilingual students and students with high needs. Designing and coordinating professional development for staff that focuses on English Learners, Foster Youth, and socioeconomically disadvantaged students.	$112,549.42	Yes
5	Maintenance and Operations	Services to maintain safe and clean learning environments at all school sites.	$213,968.11	No
6	Special Education Coordination	Case management, training, and coordination of services for students with unique learning needs. This team works in conjunction with our classroom teachers and Student Services Director to ensure optimal services for our students. Student Service Director attends local SELPA meetings and coordinates services with districts.	$51,070.20	No
7	College and Career Project Coordinator	Coordinator who specifically works to support our students with high needs with college access, job support, and transition support. Our most recent College and Career Indicator reveals the discrepancies between student groups attaining college and career readiness.	$102,082.70	Yes
8	Curriculum	Expanding our curriculum options with more resources for our multilingual program (ELD) and providing more inclusive and relevant curriculum.	$60,000.00	No

Action #	Title	Description	Total Funds	Contributing
9	Professional Development specifically focused on high needs learners	Professional Learning opportunities to support our multilingual students related to the ELD standards, EL Roadmap, and curriculum and instruction. Professional development in partnership with our Foster Youth coordinating team, and professional learning in support of our socioeconomically disadvantaged students.	$0.00	Yes
10	Professional Development for all students	Robust professional development and collaboration focused on rigorous, inclusive, curriculum and instructional practices that are interdisciplinary and standards-aligned. • Ongoing curriculum and instruction professional development focused on the standards • Introducing and sharing more inclusive and relevant curriculum related to Ethnics Studies • Professional learning time to focus on individual and collective equity journey • LGBTQ+ History and student support • Data analysis • Special Education services • Arts integration • Collaboration • Career Technical Education Partnerships and work-based learning	$0.00	No
11	Instructional staff and administrators for Court and Community Schools (not including Sequoia teachers)	Costs for certificated staff and administrators for our programs with all staff appropriately placed and credentialed.	$3,327,343.01	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	The Santa Cruz COE will create and sustain safe, engaging, and inclusive learning environments that support the social and emotional needs and growth of our students.

An explanation of why the LEA has developed this goal.

Enhancing our social and emotional supports of students was voiced as a priority of our stakeholders. Having access to counselors was mentioned throughout stakeholder feedback as a positive aspect of our programs and our students, staff, and families believe it is an integral part of our programs that needs to continue to strengthen. Meeting students where they are at, utilizing trauma-informed practices, being a restorative-based organization, and honoring the unique and diverse students who participate in our programs is fundamental to our programs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate from the CA School Dashboard (Priority 5).	According to the 2020 CA Dashboard for the Santa Cruz County Community School, 84.3% of student graduated.				Graduation rate of 85% or above.
CA Healthy Kids Data for school climate data (Priority 6).	Will be set in 2021-2022. We did administer the surveys during Spring 2021 but did not receive the results at the time of writing the LCAP.				Positive responses for school climate questions and specific desired outcomes will be set during the 2021-2022 school year.
Local student survey data regarding school climate (Priority 6).	87.6% of students feel safe at school with 10.6% not having an				Increase to 90% or above.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	opinion about the question				
Local student survey data regarding access to counseling (Priority 6).	78.6% of students agreed they have access to counseling with 18.3% not having an opinion about the question.				Increase to 85% or above.
Student attendance data (Priority 5).	Due to the pandemic attendance rates are challenging to compare and analyze. According to our CALPADS data from the 19-20 school year, 73.85% of our Court and Community School students attended school 95% of the time.				Increase to 85% of our students attending school 95% of the time.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Counselors	Counselors who principally support the mental health needs and growth of students with high needs. The counselors provide individual and group counseling as well as coordinate and manage services of the students.	$409,969.74	Yes
2	Counseling contract	Encompass Youth Services counseling contract to provide counseling interns at our sites.	$92,622.00	No

Action #	Title	Description	Total Funds	Contributing
3	Supplemental food and clothing	Supplemental food and clothing principally directed to support our socioeconomically disadvantaged students.	$30,000.00	Yes
4	Professional development-Mental Health	Professional development focused on supporting the mental health needs of student in our programs. • Trauma-informed practices • Restorative practices • Counseling access • Access to community supports • Case management • Instructional practices • Curriculum resources • Community building	$0.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	The Santa Cruz COE will partner with our students, families, and the community to create collaborative relationships, engaging learning opportunities, and shared responsibility for the empowerment of our students.

An explanation of why the LEA has developed this goal.

All of our stakeholders expressed wanting to continue and strengthen our relationships with families and the community. Our students especially noted that they want more opportunities for field trips and to learn in the community. We are committed to strengthen our community partnerships and our relationship with families.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Engagement annual surveys and outreach as measured through surveys and local indicators (Priority 3).	95% of families feel the school staff is dedicated to their student's academic success.				Maintain 95% of families feel the school staff is dedicated to their student's academic success.
Parent Engagement annual surveys and outreach as measured through surveys and local indicators (Priority 3 and 6).	95% of families report feeling comfortable approaching staff with concerns.				Maintain 95% of families report feeling comfortable approaching staff with concerns.
Parent Engagement annual surveys and outreach as measured through surveys and local indicators (Priority 3).	96% of families report they can reach staff if they need to.				Maintain 96% of families report they can reach staff if they need to.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Engagement annual surveys and outreach as measured through surveys and local indicators (Priority 3).	75.1% of families indicate they have opportunities to participate in their student's education with 18.5% responding with no opinion and 6.4% disagreeing.				Increase to 80%.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Community, parent, and family engagement coordinators and specialists	Site leaders who coordinate family and community engagement specifically focusing on high needs students and families. These leaders conduct outreach to families often marginalized ensuring their voices are heard, conduct intakes with families, coordinate meetings, and support students.	$512,017.78	Yes
2	Community organizers	Coordinate services with outside agencies, including youth engagement services, artists, Career Technical Education, mental health, work-based learning, and conduct family intakes.	$258,830.64	No
3	Student Leadership and Empowerment	Coordinate with our Santa Cruz COE Student Leadership and Engagement team to promote student participation in countywide groups that that empower and connect our youth. • Youth for Environmental Action • Countywide Black Student Union • Youth Arts Council • Civic Summit • LGBTQ+ student groups	$0.00	No

Action #	Title	Description	Total Funds	Contributing
4	Bilingual stipends	Translation services and communication with our stakeholders and multilingual students and community as performed by staff with bilingual stipends.	$22,587.52	Yes
5	Contracts with community organizations	Contracts with community organizations to support school engagement, youth empowerment, and wellness activities principally directed towards socioeconomically disadvantaged students.	$51,160.00	Yes
6	Bus Passes	Purchase Metro Bus Passes to remove barriers to students attending school.	$10,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	The Santa Cruz County Office of Education will coordinate the countywide plan for expelled youth and continue to support the educational needs of expelled youth.

An explanation of why the LEA has developed this goal.

This goal represents not only a required action of COEs but the commitment of our educational community to decrease expulsions, learn about and implement best practices, mitigate the need for expulsions and analyze data to address disparities in expulsions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Countywide Plan for Expelled Youth (Priority 9).	Collaboratively develop the 2021-2024 countywide plan for expelled youth and post it along with the previous version on the COE website.				Revise and follow-through with goals of countywide plan for expelled youth and create new plan for the 2024 cycle.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Countywide Student Services Directors Meetings	Facilitated by our Student Services Department and held monthly with discussions focusing on best practices to mitigate the need for expulsions.	$0.00	No
2	Intakes for expelled youth	The Alternative Education administrators ensure coordination, intakes, and quick transitions for expelled youth.	$0.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	The Santa Cruz County Office of Education will coordinate services for Foster Youth students in our Court and Community Schools and districts throughout our county.

An explanation of why the LEA has developed this goal.

The Foster Youth Services Coordinating Program ensures that the COE and districts collaborate to provide services to Foster Youth, minimize school placement changes, provide transition services between schools when placement changes happen, create and coordinate countywide transportation plan, and create and maintain a robust team of advocates.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
MOU with districts (Priority 10).	Current MOU with districts to support Foster Youth coordination and transportation				Maintain and update MOU.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Foster Youth Education Liaisons and Coordinator	Foster Youth Education Liaisons and coordinator to provide case management, professional development, coordination of services, and specific supports to students.	$407,679.29	Yes
2	Professional Development	Professional development provided countywide to both COE Court and Community Schools and all school districts regarding the best practices and supports for foster youth as well as legal updates.	$0.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
12.75%	2,516,446.00

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

Required Descriptions

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

Our Court and Community Schools serve a majority of students who fall under the category of students with high needs and these actions that are delivered on a schoolwide/LEA wide basis are the best way to support our foster youth, English learners, and socioeconomically disadvantaged students. The actions that are provided schoolwide/LEA-wide and designed for our students with high needs are detailed in the goals and listed below. Each action represents the most effective and efficient way to increase and improve services for students with high needs in our programs. The most effective actions for our students with high needs are related to people, relationships, dedication, professional learning, and strategic supports.

1.1 Instructional Staff at Sequoia.
Our students with high needs in our South County area were considered when designing, building, and staffing this program. The instructional team housed in the Sequoia building works with a network of staff including bilingual staff, counselors, community partners, families, and students to design instructional programs that are tailored for students with high needs. The instructional team, working in conjunction with all the programs at Sequoia develop a learning hub with resources to support our multilingual students, socioeconomically disadvantaged students, and foster youth. Family and community engagement is the cornerstone at this campus and our stakeholders have continuously supported having the efforts of this team to meet the unique needs of the students.
1.2 Instructional assistants in classrooms with high numbers of students who are considered high needs.
The instructional aides are strategically placed based on their skills and abilities to support English Learners, foster youth and low-income students. This action is meeting the goal of supporting these students by providing tailored instructional support.
1.3 Teacher on Special Assignment (TOSA).
When analyzing our data, both student achievement data and stakeholder feedback from the staff, there exists a clear need for additional curriculum and instructional support of high needs students throughout our programs, particularly our English learners. Our staff also voiced

wanting more support for ELD curriculum and instruction and this aligned with the academic data that we have. The TOSA will provide tailored instructional and curriculum support for our high needs students, primarily focused on English learners.

1.7 College and Career Project Coordinator.

Our College and Career indicator reveals we have areas to improve upon to ensure our high needs students are prepared for college and career. While dual enrollment is available to our students and we have actively been working with schools to support students through the process, our students with high needs are completing college courses at disproportionately low rates. Our College and Career coordinator will strategically work with our school sites to support English learners, foster youth, and socioeconomically disadvantaged students enroll and complete college courses, attain jobs and internships, explore careers and trade schools, and assist with transitions into college for our students at juvenile hall.

1.8 Professional Learning focused on high needs learners.

Our TOSA and our Foster Youth department will provide specific professional development to our team on best practices needed to support the students. This strategy will bring the necessary theoretical and practical knowledge needed for ongoing learning and implementation of crucial supports for high needs students.

2.1 Counselors.

Counseling and mental health supports for students, particularly students who are socioeconomically disadvantaged, experiencing homelessness, and foster youth has come up as a need expressed by our stakeholders. We are strengthening our counseling support and strategically placing counselors at sites with the most need and our counselors are also mobile, delivering services to our foster youth, and socioeconomically disadvantaged students throughout our programs.

2.3 Supplemental Food and Clothing.

Our student stakeholder group advocates for more food on campus and cooking experiences when possible. Additional food and clothing are made available to support our socioeconomically disadvantaged students throughout our programs. Food also builds community and brings people together.

3.1 Community, parent, and family engagement coordinators and specialists.

Our families, especially those with students with high needs, have expressed appreciation for our outreach and the fact that we need more outreach and opportunities for engagement. The coordinators work specifically with high needs families to bring their voices to the conversation, engage them in school activities and decisions, and partner with them on their student's education.

3.5 Bilingual stipends.

Having bilingual staff to support our English learners and ensure their families have access to their child's education has been articulated across stakeholder groups as fundamental to support the needs of our English learners. Our bilingual team support students across our programs.

3.6 Contracts with community organizations.

Engaging, community-based programming was voiced by students and staff as necessary educational experiences to support and empower our students, primarily our students who are socioeconomically disadvantaged. Youth empowerment programs, art programs, yoga and wellness programs, all bring a myriad of experiences to our youth that otherwise might not have been possible. These programs not only provide engagement and empowerment, but they also connect the student with school and support their academic success.

5.1 Foster Youth Education Liaisons and Coordinators.

The Foster youth department provides case management and coordination of foster youth services and services for students experiencing homelessness throughout our programs and the county.

5.2 Professional Development.

The Foster Youth department provides professional development throughout our programs and to all districts in the county to support foster youth and youth experiencing homelessness.

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

The Santa Cruz County Office of Education calculates that it will receive $2,516,446 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The Santa Cruz County Office of Education provides a myriad of services to increase or improve by at least 12.75% relative to services provided to all students that are directed towards high needs students, also referred to as unduplicated pupils who are foster youth, low income (socioeconomically disadvantaged), and English learners (emerging multilingual students/multilingual students). The actions and services marked as contributing to increased or improved services are designed to specifically support our students with high needs. The descriptions above and throughout the goals articulate how these specific actions were designed specifically for our students with high needs and delivered in the most effective and efficient way.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$6,706,973.01	$97,381.14		$371,458.15	$7,175,812.30

Totals:	Total Personnel	Total Non-personnel
Totals:	$6,718,062.19	$457,750.11

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Instructional staff at Sequoia Schools	$820,774.15				$820,774.15
1	2	English Learners Foster Youth Low Income	Instructional Assistants in classes to support students with high needs.	$595,816.21				$595,816.21
1	3	All Low Income	Technology Coordinator	$97,341.53				$97,341.53
1	4	English Learners Foster Youth Low Income	Teacher on Special Assignment (TOSA)	$112,549.42				$112,549.42
1	5	All	Maintenance and Operations	$213,968.11				$213,968.11
1	6	Students with Disabilities	Special Education Coordination	$51,070.20				$51,070.20
1	7	English Learners Foster Youth Low Income	College and Career Project Coordinator	$102,082.70				$102,082.70
1	8	All	Curriculum	$60,000.00				$60,000.00
1	9	English Learners Foster Youth Low Income	Professional Development specifically focused on high needs learners					$0.00
1	10	All	Professional Development for all students					$0.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	11	All Students with Disabilities	Instructional staff and administrators for Court and Community Schools (not including Sequoia teachers)	$3,327,343.01				$3,327,343.01
2	1	English Learners Foster Youth Low Income	Counselors	$409,969.74				$409,969.74
2	2	All	Counseling contract	$92,622.00				$92,622.00
2	3	Low Income	Supplemental food and clothing	$30,000.00				$30,000.00
2	4	All	Professional development-Mental Health					$0.00
3	1	English Learners Foster Youth Low Income	Community, parent, and family engagement coordinators and specialists	$512,017.78				$512,017.78
3	2	All	Community organizers	$258,830.64				$258,830.64
3	3	All	Student Leadership and Empowerment					$0.00
3	4	English Learners	Bilingual stipends	$22,587.52				$22,587.52
3	5	Low Income	Contracts with community organizations				$51,160.00	$51,160.00
3	6	Low Income	Bus Passes				$10,000.00	$10,000.00
4	1	All	Countywide Student Services Directors Meetings					$0.00
4	2	Expelled Youth	Intakes for expelled youth					$0.00
5	1	Foster Youth	Foster Youth Education Liaisons and Coordinator		$97,381.14		$310,298.15	$407,679.29
5	2	Foster Youth	Professional Development					$0.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$2,605,797.52	$3,074,636.81
LEA-wide Total:	$0.00	$407,679.29
Limited Total:	$0.00	$10,000.00
Schoolwide Total:	$2,605,797.52	$2,656,957.52

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Instructional staff at Sequoia Schools	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sequoia Schools	$820,774.15	$820,774.15
1	2	Instructional Assistants in classes to support students with high needs.	Schoolwide	English Learners Foster Youth Low Income	All Schools	$595,816.21	$595,816.21
1	3	Technology Coordinator		Low Income		$97,341.53	$97,341.53
1	4	Teacher on Special Assignment (TOSA)	Schoolwide	English Learners Foster Youth Low Income	All Schools	$112,549.42	$112,549.42
1	7	College and Career Project Coordinator	Schoolwide	English Learners Foster Youth Low Income	All Schools	$102,082.70	$102,082.70
1	9	Professional Development specifically focused on high needs learners	Schoolwide	English Learners Foster Youth Low Income			$0.00
2	1	Counselors	Schoolwide	English Learners Foster Youth Low Income	All Schools	$409,969.74	$409,969.74

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	3	Supplemental food and clothing	Schoolwide	Low Income	All Schools	$30,000.00	$30,000.00
3	1	Community, parent, and family engagement coordinators and specialists	Schoolwide	English Learners Foster Youth Low Income	All Schools	$512,017.78	$512,017.78
3	4	Bilingual stipends	Schoolwide	English Learners	All Schools	$22,587.52	$22,587.52
3	5	Contracts with community organizations	Schoolwide	Low Income	All Schools		$51,160.00
3	6	Bus Passes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		$10,000.00
5	1	Foster Youth Education Liaisons and Coordinator	LEA-wide	Foster Youth			$407,679.29
5	2	Professional Development	LEA-wide	Foster Youth			$0.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **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.

  - o **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.

  - o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.