

# LCFF Budget Overview for Parents

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

CDS Code: 25 10256

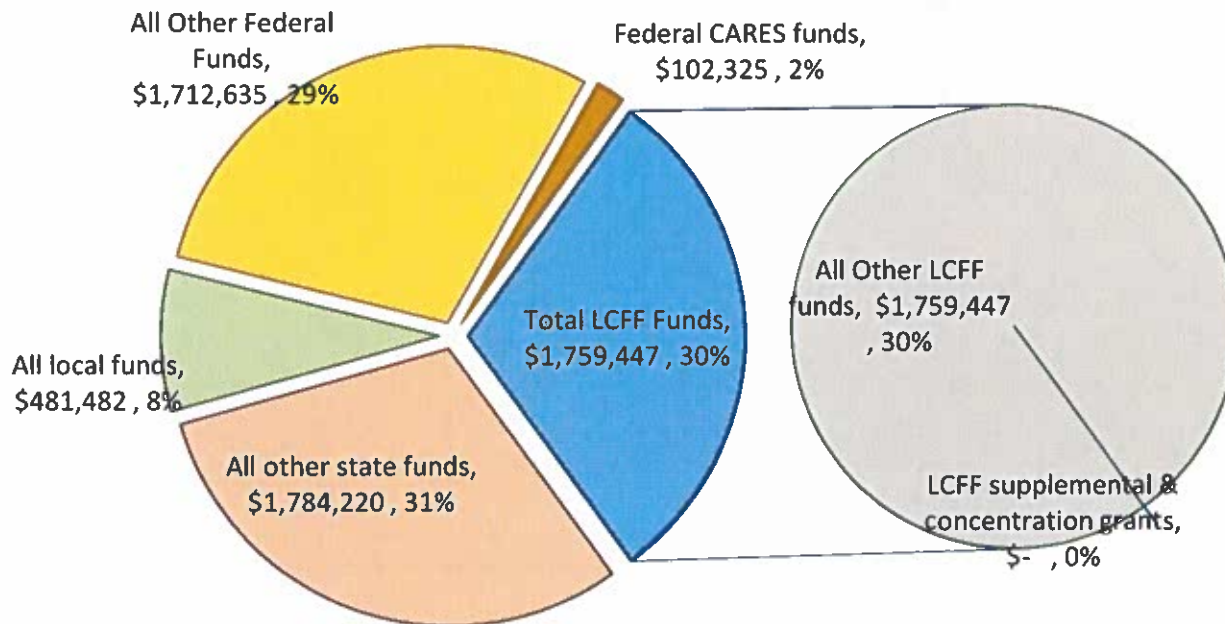
School Year: 2020-2021

LEA contact information: Leslie Corder, lcorder@modoccoe.k12.ca.us, (530) 233-7104

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 2020-2021 School Year

### Projected Revenue by Fund Source

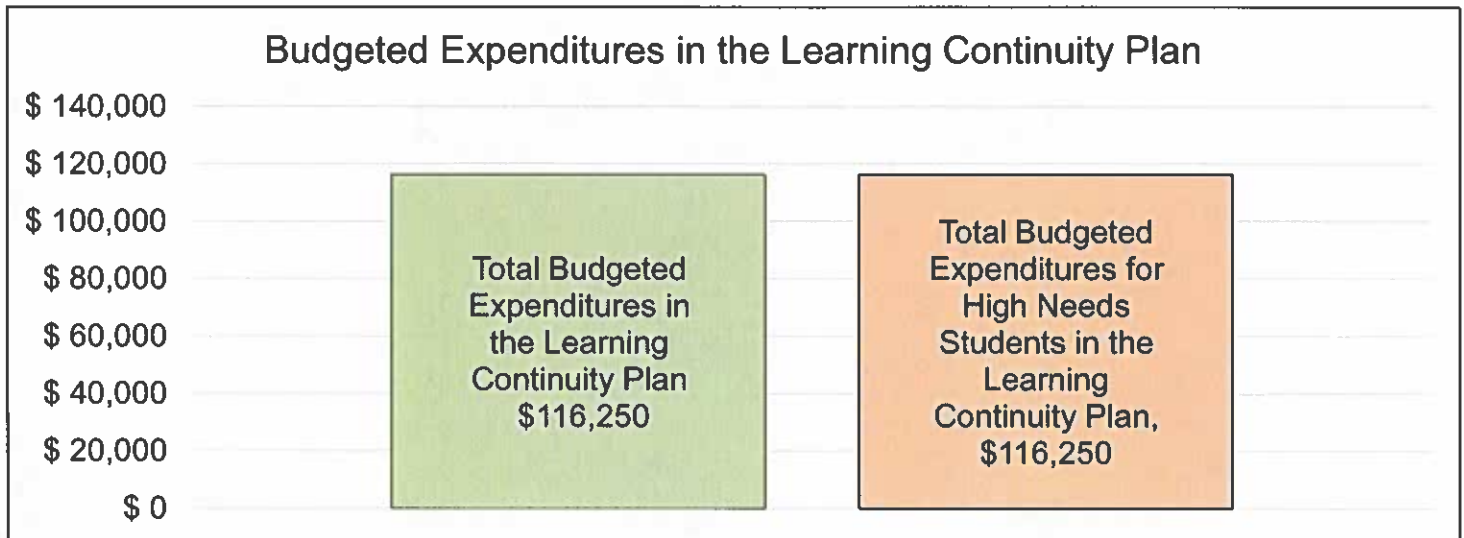


This chart shows the total general purpose revenue Modoc County Office of Education expects to receive in the coming year from all sources.

The total revenue projected for Modoc County Office of Education is \$5,840,109.00, of which \$1,759,447.00 is Local Control Funding Formula (LCFF) funds, \$1,784,220.00 is other state funds, \$481,482.00 is local funds, and \$1,814,960.00 is federal funds. Of the \$1,814,960.00 in federal funds, \$102,325.00 are federal CARES Act funds. Of the \$1,759,447.00 in LCFF Funds, \$0.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much Modoc County Office of Education plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

Modoc County Office of Education plans to spend \$6,113,795.00 for the 2020-2021 school year. Of that amount, \$116,250.00 is tied to actions/services in the Learning Continuity Plan and \$5,997,545.00 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

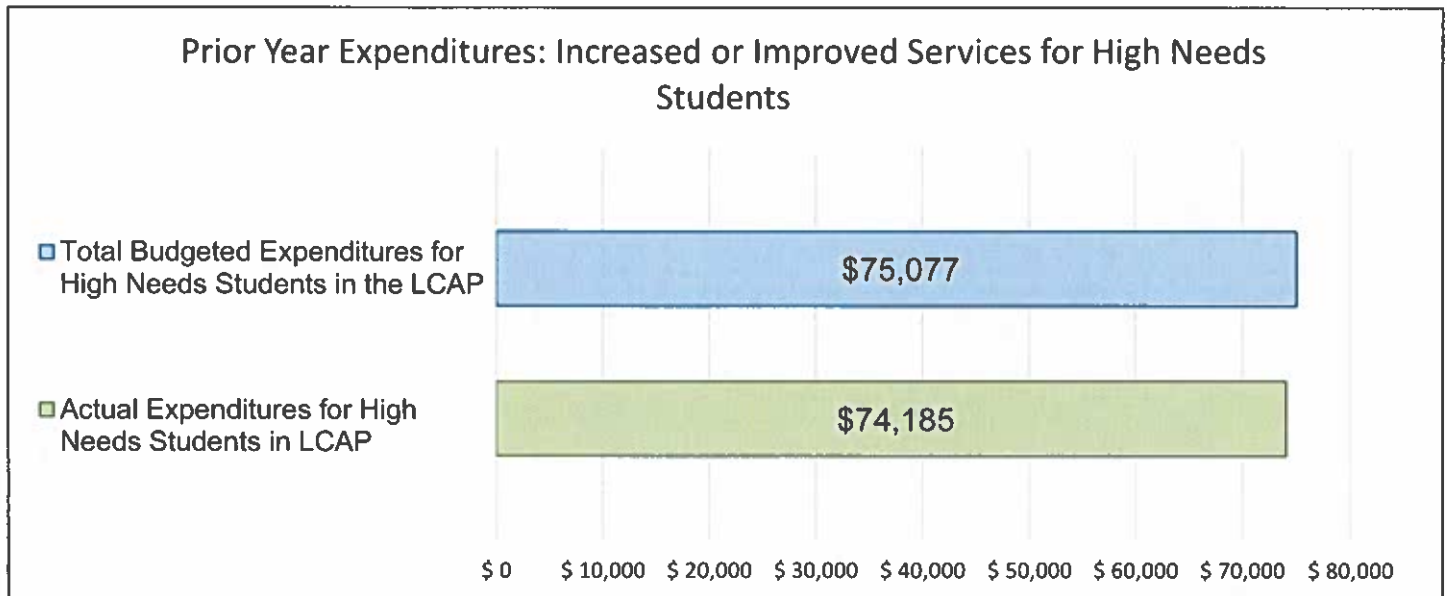
Early Head Start Program, Special Education, Behavioral Health, After School Program, Administration, Business and Maintenance Services

**Increased or Improved Services for High Needs Students in the Learning Continuity Plan for the 2020-2021 School Year**

In 2020-2021, Modoc County Office of Education is projecting it will receive \$0.00 based on the enrollment of foster youth, English learner, and low-income students. Modoc County Office of Education must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Modoc County Office of Education plans to spend \$116,250.00 towards meeting this requirement, as described in the Learning Continuity Plan.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2019-2020



This chart compares what Modoc County Office of Education budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Modoc County Office of Education actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-2020, Modoc County Office of Education's LCAP budgeted \$75,077.00 for planned actions to increase or improve services for high needs students. Modoc County Office of Education actually spent \$74,185.00 for actions to increase or improve services for high needs students in 2019-2020. The difference between the budgeted and actual expenditures of \$892.00 had the following impact on Modoc County Office of Education's ability to increase or improve services for high needs students:

The step for a new employess was based on an estimate and the employee started in a different classification than what was budgeted.

# 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
Modoc County Office of Education	Misti Norby Deputy Superintendent	mnorby@modoccoe.k12.ca.us (530) 233-7101

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

#1: MCOE will provide and/or expand diverse educational programs for all students and prepare them for the next steps in their chosen career/college pathway.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)  
                             Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)</p> <p><b>19-20</b> Priority #9- Using the rubric, maintain a 'Met' status at the Full Implementation and sustainability phase in all 4 areas.</p> <p><b>Baseline</b> Priority #9- Priority 'Met'- see agreement on website <a href="https://goo.gl/hLbyUP">https://goo.gl/hLbyUP</a></p> <p>Using the rubric, MCOE is at Full Implementation and sustainability in all 4 areas.</p>	<p>The expelled youth plan is in place with all LEA's in Modoc County. <a href="http://www.modoccoe.k12.ca.us/educational-services/local-control-and-accountability-plans/county-wide-expelled-youth-plan">http://www.modoccoe.k12.ca.us/educational-services/local-control-and-accountability-plans/county-wide-expelled-youth-plan</a></p>
<p><b>Metric/Indicator</b> Priority 10: Coordination of Services for Foster Youth (COE Only)</p> <p><b>19-20</b> Priority #10- Using the rubric, maintain 'Met' status at Full Implementation and Sustainability in all 8 areas.</p> <p><b>Baseline</b></p>	<p>Provided Coordination of Services for a total of 46 students in Modoc County; Thirty-seven Foster Youth, 7 legal guardianship, and 2 voluntary placements.</p>

Expected	Actual
Priority #10- Rubric was used to assess the foster youth program. MCOE was at Full Implementation in all 8 areas. This standard was 'Met.'	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Priority #9 Expelled Youth</p> <ul style="list-style-type: none"> <li>MCOE will coordinate with local districts to provide services to expelled youth to include continuation of achieving credits and to continue on the college/career pathway. Follow county-wide expulsion plan.</li> </ul> <p>See Plan Here:  <a href="https://docs.google.com/viewer?a=v&amp;pid=sites&amp;srcid=bW9kb2Njb2UuaZyEzLnNhLnVzfG1vZG9jLWNvdW50eS1vZmZpY2UtY2YtZWV1Y2F0aW9ufGd4OjcyYTU1MDcxZTY2YWV1YTE">https://docs.google.com/viewer?a=v&amp;pid=sites&amp;srcid=bW9kb2Njb2UuaZyEzLnNhLnVzfG1vZG9jLWNvdW50eS1vZmZpY2UtY2YtZWV1Y2F0aW9ufGd4OjcyYTU1MDcxZTY2YWV1YTE</a></p>	<p>Expelled Youth 0000: Unrestricted Other There is no additional cost because it is part of the regular staff duties.</p>	<p>Expelled Youth Agreement Not Applicable Other There is no additional cost because it is part of the regular staff duties.</p>
<p>Priority #10 Foster Youth Coordinator</p> <ul style="list-style-type: none"> <li>Modoc County Foster Youth Coordinator will coordinate services county-wide in accordance with Ed Code and review the plan annually for changes.</li> </ul> <p>a) Part-time Coordinator b) Full-time Coordinator</p>	<p>A. FY Coordinator 2000-2999: Classified Personnel Salaries Foster Youth Grant \$38,894.00</p> <p>B. FY Coordinator 2000-2999: Classified Personnel Salaries Foster Youth Grant \$36,183.00</p>	<p>A. FY Coordinator 2000-2999: Classified Personnel Salaries Foster Youth Grant \$32,301.00</p> <p>B. FY Coordinator 2000-2999: Classified Personnel Salaries Foster Youth Grant \$41,884</p>

## Goal Analysis

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

All actions and services were implemented. Funds that came in less for one position were spent in another position as a reduction in hours occurred in the department.

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

Successes for the year included the hiring of a full-time administrative assistant which allowed for the expansion of the coordination of services for foster youth. Due to COVID-19 and the closure of the state, challenges occurred with foster youth in the areas of support, mental health concerns and consistent wrap around services with people working from home.

# 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
Continuous Improvement Coach	63,302.00	85,699.00	Yes
After School safety supplies	5,000.00	6,205.00	Yes
PPE Sanitation Supplies	10,000	15,959.00	Yes
Additional Behavioral Assistant	32,348.00	21,220	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.

The additional behavioral assistant was hired at a different step and had less benefit expenses than originally budgeted. However the offset of the estimated expenditures were applied to the positions that were over the original estimated amount.

### Analysis of In-Person Instructional Offerings

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

Even with all COVID restrictions and requirements, the implementation of in-person instruction was a success. All staff stepped up and took on the task to support students educational needs, which is a reflection of the commitment of our community. We were able to supply staff with hand sanitizer, masks, face shields and cloth shield drapes. Continuous Improvement Coach supported districts with in-person instruction and the few distance learners they had. The additional behavior assistant supported a local LEA with students who struggled behaviorally by providing classroom support and student de-escalation.



# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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.

MCOE Continuous Improvement Team will provide county-wide professional development to all certificated and classified employees as needed and as requested by each LEA. Current professional development has been in distant learning, social emotional learning, essential standard alignment, and google classroom.

## Analysis of the Distance Learning Program

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

Access to devices and connectivity went well. Students who participated in distance learning we found struggled both academically and with mental health. Lack of engagement and attendance made it difficult to provide a basic education much less anything with rigor. Students were behind in their work with increased gaps compared to their peers who attended in-person instruction. Staff did the best they could even when they were left short-handed because of unfilled vacancies. MCOE Continuous Improvement Team provided coaching support and professional development to all districts in distance learning.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Kelvin	5,600.00	5,667.00	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.

## 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.

We are fortunate that the vast majority of our students returned to full-time in-person learning. For students that chose not to return, they were given devices and supplied with internet connectivity if needed. Challenges with the implementation of Kelvin occurred with the system/technology communicating with district SIS systems. However, Kelvin is up and running county-wide with site SEL teams managing it which is a huge success. Moving forward Kelvin will continue to be used by all LEA's within the county.

## **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 well-being were at the highest priority for our county. Not having eyes on or interactions with the students for 5 months was a major concern. Because of this, our county was committed to starting school with in-person instructions. The biggest success was not losing a child to suicide. Another success was all of the LEA school sites in our county created SEL teams to implement instruction and strategies to support students. Staff were trained by MCOE Continuous Improvement Team on triggers and warning signs of suicidality and homicidality. Additional focus was placed on staff social-emotional well-being with professional development and in-person support through coaching. MCOE implanted a social-emotional program called KELVIN which allows schools sites to check-in on students and staff. Challenges with the implementation of Kelvin occurred with the system/technology communicating with district SIS systems. However, Kelvin is up and running county-wide with site SEL teams managing it which is a huge success. Moving forward Kelvin will continue to be used by all LEA's within the county.

## **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.

Teachers and staff worked hard to stay in communication with parents and engage them in their child's learning. Engagement occurred through zoom, phone calls, and emails.

## **Analysis of School Nutrition**

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

Because MCOE does not have any schools, there is no lunch program. However, when needed the foster youth administrative assistant collaborated and coordinated with local school districts to ensure that foster youth, homeless and students with special needs received meals.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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.

N/A

## 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.

We have learned the distance learning is not effective for the vast majority of our students. The goals of the 21-24 LCAP will remain mostly unchanged from the previous LCAP because MCOE has no school. MCOE will continue to focus on the required Priority #9 Expelled Youth and Priority #10 Foster Youth.

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

The expected learning loss has been minimal due to most students returning to in-person instruction everyday. For the students who did participate in distance learning they will receive appropriate supports and interventions based on their current assessments and IEP goals.

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 was no substantive differences in the actions and services.

## **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.

We have learned the distance learning is not effective for the vast majority of our students as it has had a negative effect on student mental health and academic growth. The goals of the 21-24 LCAP will remain mostly unchanged from the previous LCAP because MCOE has no school. MCOE will continue to focus on the required Priority #9 Expelled Youth and Priority #10 Foster Youth.

## 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](mailto:lcff@cde.ca.gov).*

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

### Annual Update

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

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

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

#### Goal Analysis

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

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

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

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

### **Annual Update**

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

### **Actions Related to In-Person Instructional Offerings**

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

### **Actions Related to the Distance Learning Program**

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

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

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

## **Actions Related to Pupil Learning Loss**

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

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

## **Analysis of Pupil and Family Engagement and Outreach**

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

## **Analysis of School Nutrition**



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

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

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

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

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

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

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

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

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



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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	75,077.00	74,185.00
Foster Youth Grant	75,077.00	74,185.00

\* 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	75,077.00	74,185.00
2000-2999: Classified Personnel Salaries	75,077.00	74,185.00

\* 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	75,077.00	74,185.00
2000-2999: Classified Personnel Salaries	Foster Youth Grant	75,077.00	74,185.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	75,077.00	74,185.00

\* 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	\$110,650.00	\$129,083.00
Distance Learning Program		
Pupil Learning Loss	\$5,600.00	\$5,667.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$116,250.00	\$134,750.00

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

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$110,650.00	\$129,083.00
Distance Learning Program		
Pupil Learning Loss	\$5,600.00	\$5,667.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$116,250.00	\$134,750.00

# Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Modoc County Office of Education	Misti Norby Deputy Superintendent	mnorby@modoccoe.k12.ca.us (530) 233-7101

## Plan Summary [2021-22]

### General Information

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

The Modoc County Office of Education's mission statement is: Children are the highest priority of the Modoc County Office of Education. Our professional staff will act to ensure that all children are prepared to learn and all students receive exceptional instruction in a safe and conducive learning environment.

The Modoc County Office of Education serves as an intermediate unit operating between the California Department of Education and the schools within the jurisdiction of the County Superintendent. The county office of education's role as the regional service and support unit for the schools of the county requires the establishment of effective professional relations with local schools, parents, and community organizations to advance education throughout the county. MCOE provides Regional Special Education services to the three school districts in Modoc County. As such, those LCAPs contain information about services for their students with disabilities and those plans can be found on the MCOE website at [www.modoccoe.k12.ca.us](http://www.modoccoe.k12.ca.us).

Modoc County Office of Education does not operate any schools. Because of this, MCOE is solely focused on Priority 9, Coordination of Expelled Youth and Priority 10, Coordination of Foster Youth Services. The 2021-2024 Plan for Expelled Youth is attached to the LCAP and can be found on the MCOE website. In Modoc County, our students in foster youth will range 15 - 30 during the year. We have established inter-agency agreements with both Modoc County Probation and Modoc County Department of Social Services. Coordination of services and communication systems have been established with both agencies.

MCOE FYSCP serves foster youth that are captured in CALPADS (any youth who meets the Local Control Funding Formula definition of foster that is school aged K-12) which includes those in placement, family reunification, and family maintenance. We also serve foster youth ages 0-5, transition age youth, voluntary cases, and non-dependent legal guardianship's. We attend community meetings where the focus is on prevention and early intervention to work collaboratively to help at risk children and families. The MCOE FYSCP plan goals include:

- ~ Provide training to foster youth, caregivers, parents, ERH, placing agencies, LEAs, etc.
- ~ EAC will ensure that the FYSCP will first provide services to pupils in foster care who reside in out of home placements with high academic needs
- ~ Utilize needs assessments to identify unmet needs and program development



- ~ Expand EAC membership to include postsecondary programs, current or former foster youth, ERH, caregivers, and parents
- ~ Build capacity and collaboration efforts
- ~ County and District LCAP planning and Development efforts
- ~ Coordinating transition to college and career programs (with Education Case Management and Collaborative efforts with LEAs and foster youth)
- ~ Completion of the FAFSA/CADAA
- ~ Review of program reporting and data to evaluate program deliverables and measure program effectiveness
- ~ Strengthening relationships with child welfare and probation

## Reflections: Successes

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

On April 12, 2021, the superintendents from MCOE, Modoc Joint, Surprise Valley, and Tulelake Basin renewed the Plan for Provision of Education Services for 2021-2024. The Modoc County Foster Youth Coordinator, Program Specialist and Administrative Assistant has worked diligently in establishing communication, collaboration and coordination of services with our three school districts, SELPA, Modoc Behavior Health, Probation, Department of Social Services and Modoc County Office of Education. The teams all collaborate with the Modoc County Office of Education's Program Specialist on the Multi-tiered System of Supports, Trauma Informed Care Practices, Social-emotional Learning and Positive Behavioral Interventions and Supports, ensuring students needs are being met. The Foster Youth Service Coordinating Program has received a 3-year grant with CDE and is working closely with all local agencies, districts and the Foster Youth Advisory Council on the planning and development. In addition, this will be the fourth year that Title IV-E drawdown plan was approved by Modoc County Board of Supervisors and the state.

## 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.

During the most recent on site review of the results of the needs assessment tools determined that the over the next three years our program will be focusing on:

- ~ Identifying academic supports and linking foster youth to those supports
- ~ Connection to extracurricular activities
- ~ Transportation to/from school of origin
- ~ FAFSA/Scholarship Information/Access
- ~ Post-secondary information/access

Our program is continuing our work in the following areas, which will include:

- ~ Training opportunities for districts, agencies, parents, and placement homes.
- ~ Differential discipline response

- ~Trauma Informed Practices for Schools
- ~ Restorative Practices
- ~ Mindfulness
- ~ Laws and legal obligations

An additional gap in service is the communication and coordination of services with the Modoc County Department of Social Services which has been experiencing a leadership change.

## LCAP Highlights

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

Key features in the LCAP include:

- ~ Approved Expelled Youth Agreement signed by MCOE and all local LEA's.
- ~ Approved MOU'S and Agreements that are in place with local agencies.
- ~ Foster Youth coordination of services with local Agencies.
- ~ The formation of the Inter-agency Leadership Team.
- ~ Professional Development provided to all LEA's and local agencies to provide consistent support to students in the areas of Trauma Informed Practices, Positive Behavioral Interventions and Supports, and Social-emotional Learning.

## 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.

n/a

### 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.

**\*\*Foster Youth Advisory Council (FYAC) Meetings:** September 10, 2020, November 12, 2020, February 18, 2021, May 6, 2021. Attendees invited include: Biological Parent, Community College & University, Court Staff, Current and/or Former Foster Youth, Foster Parent, STRP, Far Northern Regional Center, Juvenile Probation Officer, Alliance for Workplace Development (Community Based Organization), Foster Family Agency TEACH Inc. (Community Based Organization), Strong Families (Tribal Community Based Organization), Modoc County Department of Social Services, CASA TEACH Inc. (Community Based Organization), Foster Care Nurse (MCPH), Modoc HS Principal, AES Principal, MJUSD Social Worker, SVJUSD Superintendent, TBJUSD Superintendent, Modoc County Behavioral Health, First 5 (Early Childhood), Advancing Modoc Youth, SELPA, FYSCP Coordinator, Program Specialist for PBIS/MTSS & FYSCP

## Topics Covered:

9/10/20

- ~ Discussed AB 2083 and development of MOU and the ILT
- ~ Those present provided recommendations to mission statement
- ~ Overview of MCOE FYSCP website
- ~ Financial Aid resources

11/12/20

- ~ Update of AB 2083 MOU status, reviewed EAC mission statement
- ~ Reviewed and amended EAC mission statement
- ~ Completed annual review of bylaws
- ~ On-site review of needs assessment completed
- ~ Discussed 1-2-3 Wellness participation

2/18/21

- ~ Discussed AB 2083 and involvement in ILT
- ~ Moving forward with 1-2-3 Wellness contract for 1.5 years
- ~ Review of EAC bylaws
- ~ EAC mission statement approved
- ~ Provided EAC members with program plan asking for feedback by 3/8/20 to help drive the plan
- ~ LCAP Stakeholder feedback and survey given

## **\*\*Weekly meetings with Modoc Department of Social Services:**

- ~ Meeting discussions included verification that our youth detained since last meeting have been referred, checking Safe-Measures for any youth that may be missing enrollment or grade level information in CMS/CWS, open conversation around FYSC program development and how to support Child Welfare workers and foster youth, clarification when miscommunication has happened to repair/build relationships and to streamline processes.

**\*\*Interagency Leadership Team** includes MCOE, Modoc County Public and Behavioral Health, Far North Regional Services, Department of Social Services, and Modoc County Probation Department. Meeting were held on 10/14/20, 12/9/20, 2/4/21, 4/15/21:  
~ Meeting discussions included systems work among all agencies through the Child Family Team approach, communication on how to provide timely support to students during a traumatic event, the need for training in the areas of Trauma Informed Care and Social-emotional Learning, and sending out a survey from Department of Social Services to the community.

**\*\*County-wide Superintendents, SELPA Director and Administrators Meetings** were held on 8/7/20, 10/13/20, 12/15/20, 2/9/21, 3/16/21, and 4/13/21.  
~ Meetings discussions include LCAP support, Trauma Informed Care Training, Social-emotional Training, coordination of services with LEA's and local agencies, foster youth law, and IEP support.

**\*\*State and Regional Meetings**

Fall - 10/21/20

~ Meeting discussions included 21/24 Plan and Budget, SB 860 - Completion of the FAFSA/CDAA, Data, AB 2083, Learning Loss Mitigation Funding, and Education Case Management.

Spring - 4/21/21

~ Meeting discussions included ,2021 State Budget Act - AB 214, 21/24 Plan and Budget, Data Update - CDE Foster Youth Definition and Resources, Foster Youth Education Outcomes, AB 2083,and Education Case Management.

Region 1 meetings 8/28/20:

Meeting discussions included:

- ~ Differing education settings thoughts between caregiver and ERH of in-person vs. distance learning, suggested to utilize best interest determination process
- ~ Online education tutoring: Total Education Solutions Add to FYAC agenda
- ~ 20/21: extraordinary circumstance has been added to waiver as a result of COVID-19
- ~ 123-Wellness Program

10/25/21 COEs participate (wellbeing and SEL support)

2/11/21

- ~ Budget
- ~ Program Plan
- ~ End-of-year report

**\*\*Stakeholder Surveys** were given in April and May. Survey results rated the Foster Youth goal implementation was at either 4 for Full Implementation or a 5 for Full Implementation and Sustainability.

**\*\*Stakeholder Meetings:** Meeting held on unions 4/1 regarding the LCAP. Attendees included Foster Youth, Program Specialist, SELPA Director, and CSEA. CTA was invited but did not attend. Consideration and discussion was given to the following questions:

~Do you see any additional supports needed to continue the work MCOE is doing to support our local LEA's?

Feedback:

- Preschool Expanding TIC, SEL and PBIS into preschool with PD, training, coaching, and planning.
- Agency Training

~Is there PD needed?

Feedback:

- Need for PD for front line staff in behavior, TIC, SEL, and Foster Youth
- PD support in self-care for staff
- How do we support the mental health and well-being of the adults working with students

~Is there a student population that is more at risk in these areas?

Feedback:

- English Learners
- Tribal Students, trauma
- Older foster youth- graduation requirements, FASFA
- PD around FY
- Younger kids focused on attachments and demonstrating safety concerns (recognizing the trauma response before the behavior)

**\*\*Modoc County Office of Education Board Meeting:**

~June 1, 2021

Presentation was made to the Board and public on the completed version of the LCAP and proposed budget. Review of new/modified actions and services, and budget for the 2021-2024 LCAP.

A summary of the feedback provided by specific stakeholder groups.

MCOE for the last 5 years has been supporting districts in the MTSS framework in the areas of Social-emotional Learning, Positive Behavior Intervention and Supports, and Academics. Primary focus has been in PBIS, Trauma Informed Care and SEL. Common trends throughout the stake holder meetings are listed below:

- Positive Behavior Supports in all Tiers 1-3 needed for Foster Youth
- Trauma Informed Care Training for all who interact with students with an emphasis on Foster Youth
- Social-emotional Learning for all students
- Kelvin survey provided consistently
- Collaboration with Behavioral Health, SELPA, and LEA's to streamline services
- Universal Design for Learning (beginning)

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

Aspects of the LCAP that were influenced by specific stakeholder input include the continued need for the Foster Youth Administrative Assistant and Program Specialist in the areas listed below:

- ~ Fully executed MOU addressing Title IV-E drawdown and an addendum to add the other FY Coordinator.
- ~ FYSCP staff inputs education-related information into CMS/CWS HEP Reports on a weekly basis.
- ~ Weekly check-in with Child Welfare staff to communicate education related updates and behavior reports (if any). ~ On going communication with agency and attendance at DSS meetings.
- ~ Current foster youth students who have open cases in and out of the county.
- ~ Review of student grades/transcripts, exit dates, court dates, referrals, and their current placements.
- ~ Review of CALPADS and how students might be identified as a foster youth.
- ~ MOU with probation is fully executed
- ~ FYSCP staff and Juvenile Probation Officer communicate as needed regarding probation foster youth education updates, placement changes, IEPs, etc.
- ~ Execute Expelled Youth Plan as needed.
- ~ Improve student behavior with a focus on Foster Youth.
- ~ MCOE will coordinate services county-wide in accordance with Ed Code and review the plan annually for changes.
- ~ Work with the College Options representative to support foster youth in transition to post-secondary opportunities.
- ~ County-wide training in Social-emotional Learning, Trauma Informed Practices and Positive Behavior Intervention and Supports.

# Goals and Actions

## Goal

Goal #	Description
1	Focus Goal: Provide resources and support to build districts' capacity to increase positive educational outcomes and overall success for foster youth and expelled students in Modoc County.

An explanation of why the LEA has developed this goal.

Modoc County Foster Youth and Expelled students typically struggle in the areas of academics and behavior due to increased trauma. Because of this, it is critical to increase collaboration and communication amongst our local LEA's, COE, and agencies to provide the best possible options and resources to students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)	Maintain a 'Met' status at the Full Implementation and sustainability phase in all 4 areas. Plan is in place and linked on our website. <a href="https://docs.google.com/viewer?a=v&amp;pid=sites&amp;srcid=bW9kb2Njb2UuazEyLmNhLnVzfG1vZG9jLWNvdW50eS1vZmZpY2Utb2YtZWR1Y2F0aW9ufGd4OjJjNmYWEzN2MwMDRhNDQ">https://docs.google.com/viewer?a=v&amp;pid=sites&amp;srcid=bW9kb2Njb2UuazEyLmNhLnVzfG1vZG9jLWNvdW50eS1vZmZpY2Utb2YtZWR1Y2F0aW9ufGd4OjJjNmYWEzN2MwMDRhNDQ</a>				Utilize the plan when necessary. Using the rubric, MCOE will be at Full Implementation and sustainability in all 4 areas.
Priority 10: Coordination of Services for Foster Youth (COE Only)	Priority #10- Rubric was used to assess the foster youth program. MCOE was at Full Implementation				Using the rubric, MCOE will be at Full Implementation or Full Implementation and



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	in all 8 areas. This standard was 'Met.'				sustainability in all 8 areas.

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>1</b>	Priority #9: Expelled Youth Plan	MCOE will coordinate with local districts to provide services to expelled youth to include continuation of achieving credits and to continue on the college/career pathway. Follow county-wide expulsion plan. Plan renewal for another 3 years.	\$0.00	No
<b>2</b>	Priority #10 Foster Youth Coordinator	MCOE Foster Youth Coordinator will continue to collaborate, consult, and coordinate with local school districts and local county agencies which include department of justice and the child welfare agency to identify, provide access, and monitor student participation and academic progress in school, which will mirror that of the general student population. Communication between agencies will be established upon the entrance of student. All required documentation (i.e. health passport, education records, IEP information) will be transferred via fax, email, or certified mail.	\$43,162.00	Yes
<b>3</b>	Priority #10 Secretary	MCOE Foster Youth Secretary will continue to collaborate, consult, and coordinate with the Foster Youth Administrative Assistant in supporting the local school districts and local county agencies.	\$43,492.00	Yes
<b>4</b>	Priority #10 Program Specialist	MCOE Program Specialist will continue to collaborate, consult, and coordinate with local school districts and local county agencies which include Department of Social Service, and Modoc County Public Health to identify needs and to provide professional development.	\$38,371.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Priority #10 Formal Agreements and MOU's	A. ESSA Foster Youth Transportation MOU B. Title IVE Funding MOU C. MOU with Modoc Probation Services D. LOA with T.E.A.C.H. E. AB 2083 Interagency Placing Committee MOU		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
0%	\$0

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.

Modoc County Office of Education does not generate any supplemental/concentration funding.

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

Modoc County Office of Education does not generate any supplemental/concentration funding.

# 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](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

## Goals and Actions



## Purpose

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

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

## Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

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

- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

### **Goal Analysis:**

Enter the LCAP Year

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

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

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

### Purpose

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

### Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This

description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.



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

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$25,581.00	\$99,444.00			\$125,025.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$122,025.00	\$3,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All Expelled Youth	Priority #9: Expelled Youth Plan					\$0.00
1	2	Foster Youth	Priority #10 Foster Youth Coordinator		\$43,162.00			\$43,162.00
1	3	Foster Youth	Priority #10 Secretary		\$43,492.00			\$43,492.00
1	4	Foster Youth	Priority #10 Program Specialist	\$25,581.00	\$12,790.00			\$38,371.00
1	5	Foster Youth	Priority #10 Formal Agreements and MOU's					

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$25,581.00	\$125,025.00
<b>LEA-wide Total:</b>	\$25,581.00	\$125,025.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Priority #10 Foster Youth Coordinator	LEA-wide	Foster Youth	All Schools		\$43,162.00
1	3	Priority #10 Secretary	LEA-wide	Foster Youth	All Schools		\$43,492.00
1	4	Priority #10 Program Specialist	LEA-wide	Foster Youth	All Schools	\$25,581.00	\$38,371.00
1	5	Priority #10 Formal Agreements and MOU's	LEA-wide	Foster Youth	All Schools		

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:		