LCFF Budget Overview for Parents

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

CDS Code: 47-10470

School Year: 2021-22
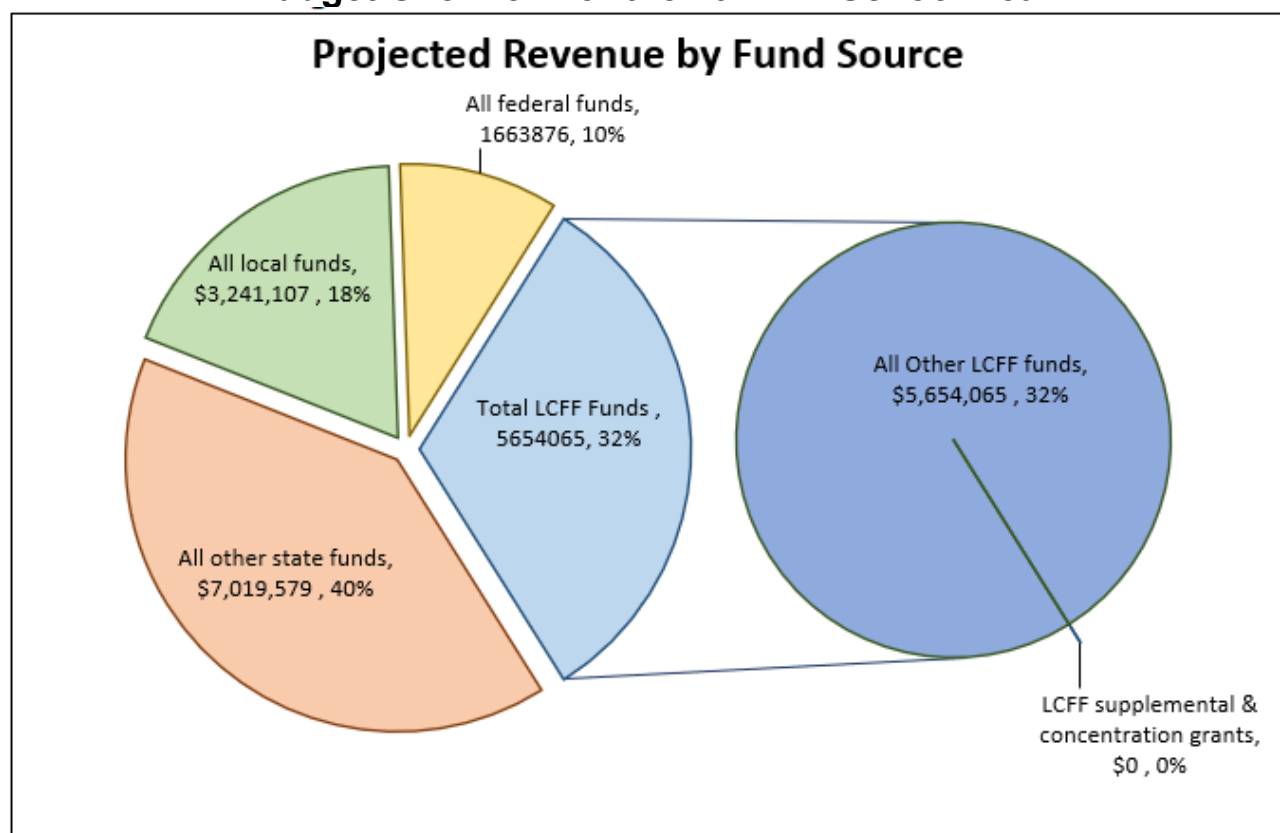
LEA contact information:

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

- All federal funds, 1663876, 10%
- All local funds, $3,241,107 , 18%
- All other state funds, $7,019,579 , 40%
- Total LCFF Funds , 5654065, 32%
- All Other LCFF funds, $5,654,065 , 32%
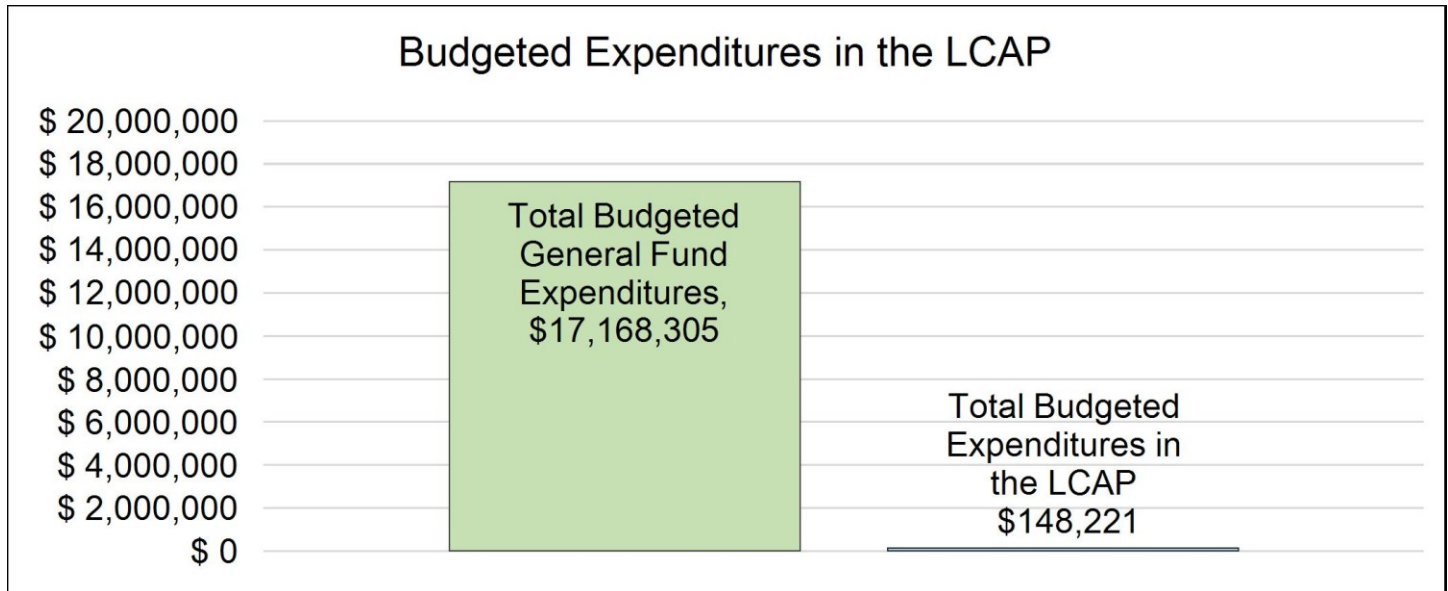- LCFF supplemental & concentration grants, $0 , 0%

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

The total revenue projected for Siskiyou County Office of Education is $17,578,627, of which $5,654,065 is Local Control Funding Formula (LCFF), $7,019,579 is other state funds, $3,241,107 is local funds, and $1,663,876 is federal funds. Of the $5,654,065 in LCFF Funds, $0 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $17,168,305

Total Budgeted Expenditures in the LCAP $148,221

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

Siskiyou County Office of Education plans to spend $17,168,305 for the 2021-22 school year. Of that amount, $148,221 is tied to actions/services in the LCAP and $17,020,084 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
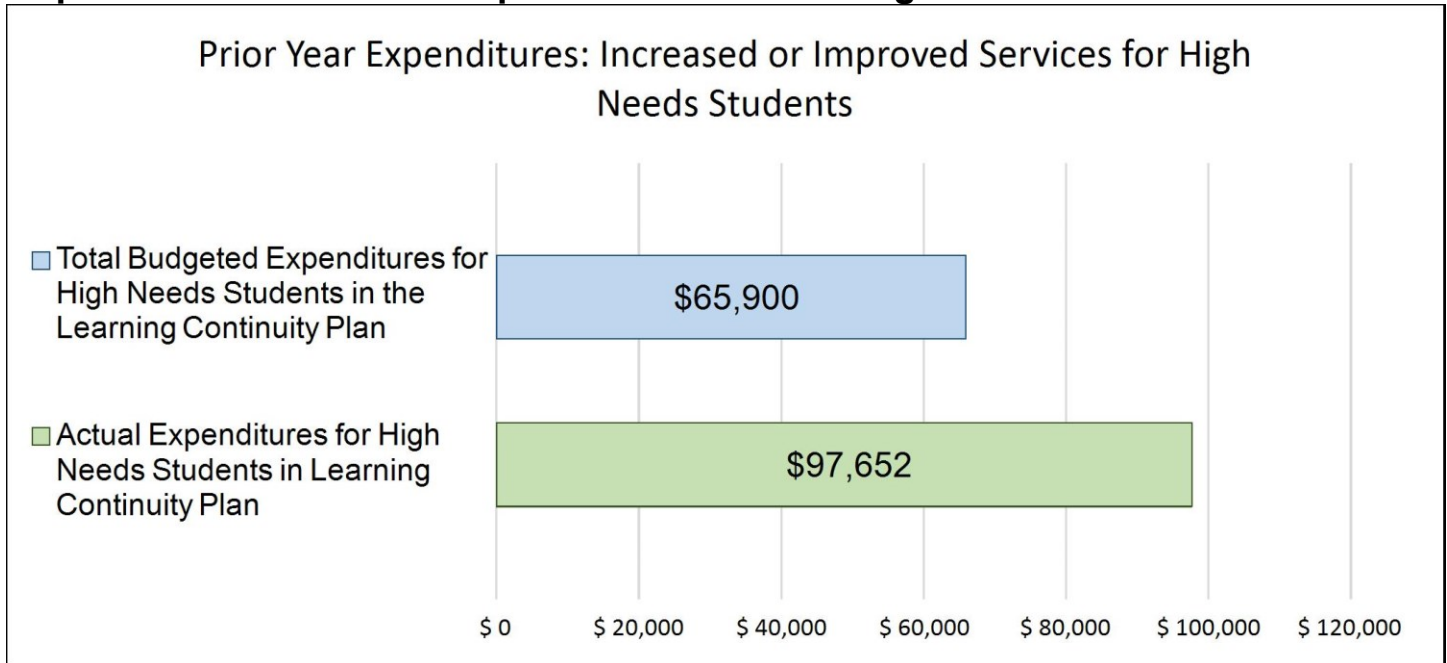
General Fund expenditures not in the LCAP are used for general operating costs which include salary and benefits, utilities, transportation, maintaining facilities, and supplies and providing programs to support districts in the county.

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

In 2021-22, Siskiyou County Office of Education is projecting it will receive $0 based on the enrollment of foster youth, English learner, and low-income students. Siskiyou County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Siskiyou County Office of Education plans to spend $9,500.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $65,900

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — $97,652

$0 $20,000 $40,000 $60,000 $80,000 $100,000 $120,000

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

In 2020-21, Siskiyou County Office of Education's Learning Continuity Plan budgeted $65,900 for planned actions to increase or improve services for high needs students. Siskiyou County Office of Education actually spent $97,652 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Siskiyou County Office of Education	Debbie Medeiros Associate Superintendent/SELPA Director	dmedeiros@siskiyoucoe.net 530-842-8441

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

Goal 1 - Students will be provided appropriately credentialed teachers and classroom instruction/instructional materials aligned to the state standards to facilitate increased student achievement in facilities that are maintained in good repair.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Instructional Materials List - quarterly Williams report Teacher Credential list Lesson Plans Professional Learning sign-in sheets Observation Tool - CELDT and ELPAC	100% of students had access to instructional materials aligned with the state standards 88% of teachers were appropriately assigned and fully credentialed in the subject areas, and, for the students they are teaching. 100% of teachers provided lessons that were aligned with the California State Standards and exposed students to Depth of Knowledge levels 2-4 with increased rigor in all content areas. 100% of teachers were observed and formally evaluated once every other year. Teachers were also observed and provided feedback informally throughout each year. 100% of teachers were trained and versed in the California state Standards and instructional shifts for all content areas.

Expected	Actual
19-20 100% of students will have access to instructional materials aligned with the state standards 100% of teachers will be appropriately assigned and will be fully credentialed in the subject areas, and, for the students they are teaching. 100% of teachers will plan and provide lessons with that are aligned with the California State Standards and expose students to Depth of Knowledge levels 2-4 with increased rigor in all content areas. 100% of teachers will be observed and formally evaluated once every other year. Teachers are also observed and provided feedback informally throughout each year. 100% of teachers will be trained and versed in the California state Standards and instructional shifts for all content areas.	

Expected	Actual
Baseline 100% of students have access to instructional materials aligned with the state standards 100% of teachers are appropriately assigned and will be fully credentialed in the subject areas, and, for the students they are teaching. 100% of teachers plan and provide lessons with that are aligned with the California State Standards and expose students to Depth of Knowledge levels 2-4 with increased rigor in all content areas. 100% of teachers are observed and formally evaluated once every other year. Teachers are also observed and provided feedback informally throughout each year. 100% of teachers are trained and versed in the California state Standards and instructional shifts for all content areas. There are no English Learners currently enrolled. When an English Learner is enrolled, the programs and services provided will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Adopt and purchase instructional materials aligned to the California Next Generation Science Standards (NGSS).	Instructional Materials 4000-4999: Books And Supplies Lottery $578	Instructional Materials 4000-4999: Books And Supplies LCFF $334.41
Teachers will continue to attend trainings on implementing the California state standards.	Federal Resource Funding: Title II Professional learning registration fees Attend the Juvenile Court, Community, and Alternative School Administrators of California (JCCASAC) annual conference. 5000-5999: Services And Other Operating Expenditures Title II $3,669	Federal Resource Funding Title II Event Cancelled 5000-5999: Services And Other Operating Expenditures Federal Funds 0.00
Paraprofessional Support	2000-2999: Classified Personnel Salaries Supplemental and Concentration $34,467 3000-3999: Employee Benefits Supplemental and Concentration $4,658	2000-2999: Classified Personnel Salaries Supplemental and Concentration $32,347.36 2000-2999: Classified Personnel Salaries Supplemental and Concentration $18,197.97
Students will have access to a safe and well-maintained classroom.	Classroom is well-equipped with furniture and instructional resources. The facility is maintained by the Juvenile Hall. No additional cost	Classroom is well-equipped with furniture and instructional resources. The facility is maintained by the Juvenile Hall No additional
Provide full-time credentialed teacher for the regular school year to provide instruction, including appropriate interventions, that align to and address the state standards.	1000-1999: Certificated Personnel Salaries LCFF $79,292 3000-3999: Employee Benefits LCFF $29,762	1000-1999: Certificated Personnel Salaries LCFF $74,119.00 3000-3999: Employee Benefits LCFF $29,223.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide summer school program. (Planning and budgeting is not yet finalized for July and August summer program)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $3,930 3000-3999: Employee Benefits Supplemental and Concentration $855 2000-2999: Classified Personnel Salaries Supplemental and Concentration $1,185 3000-3999: Employee Benefits Supplemental and Concentration $353	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $14,949.00 3000-3999: Employee Benefits Supplemental and Concentration $3,334.00 2000-2999: Classified Personnel Salaries Supplemental and Concentration $3,283.00 3000-3999: Employee Benefits Supplemental and Concentration $1,022.00

Goal Analysis

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

Action 1.2 was not implemented due to the cancelation of JCCASAC Annual Conference due to COVID. The Title 2 funds of 3669 were carried over to the 2020-2021 School Year.

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

All actions were fully implemented except for Professional Development (JCCASAC) due to the COVID Pandemic.

Goal 2

Goal 2 - Provide credit recovery and graduation opportunities to promote success in College and Career readiness for students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                     Priority 5: Pupil Engagement (Engagement)
                     Priority 7: Course Access (Conditions of Learning)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Graduation Rate Post-secondary education plan completion rate Credit completion rate as measured by completed units of study. Course Access Smarter Balanced Assessment Post-secondary transition plans Counseling Schedule Renaissance Math Pre and Post Assessment results Renaissance ELA Pre and Post Assessment results Score Boost (GED prep) Pre and Post tests	100% of eligible students graduated and/or passed the GED Assessment. 100% of all graduating seniors developed and implement their own post-secondary plan 100% of the students achieved 2 or more credits per week. 100% of students had access, through credit recovery, to the following programs: Core, Visual and Performing Arts (VAPA), Career and Technical Education (CTE), Drivers Education, and Foreign Language Dashboard information was not available. Post secondary transition plans were developed with the student and the Focus Group before exiting the program. 85% of students, in the program, received family and group counseling. (Heal Therapy)

Expected	Actual
19-20 100% of eligible students will graduate and/or pass the GED Assessment. 100% of all graduating seniors will develop and implement their own post-secondary plan 100% of the students will achieve 2 or more credits per week. 100% of students will have access, through credit recovery, to the following programs: Core, Visual and Performing Arts (VAPA), Career and Technical Education (CTE), Drivers Education, and Foreign Language To be determined once the Dashboard for Alternative School Status (DASS) is implemented. Individual student data will be reviewed for growth in ELA, Math, 11th Grade EAP and Science when available. Post secondary transition plans will be developed with the student and the Focus Group before exiting the program. 85% of students, in the program, will receive family and group counseling. (Heal Therapy) Each student will demonstrate 1 to 2 months growth per month enrolled in the program. Each student will demonstrate 1 to 2 months growth per month enrolled in the program. Each student will demonstrate 1 to 2 months growth per month enrolled in the program.	Each student demonstrated 1 to 2 months growth per month enrolled in the program.

Baseline
100% of eligible students graduate and/or pass the GED Assessment.

100% of all graduating seniors develop and implement their own post-secondary plan

100% of the students achieve 2 or more credits per week.

100% of students have access, through credit recovery, to the following programs: Core, Visual and Performing Arts (VAPA), Career and Technical Education (CTE), Drivers Education, and Foreign Language

Baseline data for the Smarter Balanced Assessment will be determined as the Dashboard for Alternative School Status (DASS) is implemented. Individual student data will be reviewed for growth in ELA, Math, 11th Grade EAP and Science when available.

Post secondary transition plans are developed with all eligible student and the Focus Group before exiting the program.

85% of students, in the program, will receive family and group counseling. (Heal Therapy)

Expected	Actual
Renaissance Math baseline will be determined upon enrollment of long term students (30 days or more) Renaissance ELA baseline will be determined upon enrollment of long term students (30 days or more) Score Boost (GED prep) baseline will be determined for enrollment of long term students (30 days or more)	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to request school records in a timely manner and evaluate student transcripts to determine individual learning plans that will lead to catching up to classmates and/or graduation.	Included in the work the teacher does for court school. No additional cost	Included in the work the teacher does for court school. No additional cost
Continue to maintain student records using Pupils Records Online Management Information Services (PROMIS).	Internet Access 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $2,259	Internet Access 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $1,252.00
Continue to provide transition services of FAFSA completion, college applications, driver's education, and link to local employment services such as Workforce Connection and Workability.	Included in the work the teacher does for court school. No additional cost	Included in the work the teacher does for court school. No additional cost
Continue to update and improve our "Five Year Plan" senior project.	Included in the work the teacher does for court school. No additional cost	Included in the work the teacher does for court school. No additional cost
Students will be provided assistance with credit recovery and academic counseling with the support of their social worker, the probation	Included in the work the teacher does for court school. $0	Included in the work the teacher does for court school. No additional cost

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
department, and instructional staff to facilitate an easy transition and appropriate placement to the next school.		
Monitor student achievement and continue to track student progress.	Renaissance Learning 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $3,309	Renaissance Learning 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $2,435.00
Instructional aide will provide Special Education and intervention service to students with IEPs and 504 plans.	Salary and benefits Resource 0410 2000-2999: Classified Personnel Salaries Special Education $6,523	Salary and benefits Resource 0410- Did not qualify for Special Education aide hours in 2019-20 2000-2999: Classified Personnel Salaries Special Education 0.00
Students that are struggling will be provided academic coaching on a weekly basis.	Included in the work the teacher and instructional aide do for court school. No cost	Included in the work the teacher and instructional aide do for court school. No additional cost

Goal Analysis

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

Action 2.7 was for an instructional aide to provide intervention support for students with IEP's and 504's and the Court School. There were 0 students with IEP's or 504's at Court School so this aide was assigned to another school.

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

There were no challenges in implementing these services, they were fully implemented prior to the COVID Pandemic.

Goal 3

Goal 3 - Increase student and family engagement by providing a positive and nurturing classroom environment that meets the unique needs of all students, including students with exceptional needs, and enables them to be college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                        Priority 5: Pupil Engagement (Engagement)
                        Priority 6: School Climate (Engagement)
                        Priority 7: Course Access (Conditions of Learning)
                        Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator List of elective options and other activities. Two Visual and Performing Arts presentation sign in sheets. Attendance Records Weekly Focus Group meeting agenda/minutes Foster Youth services schedule Number of Green shirt, purple shirt, yellow shirt program participants Exit Essay School Site Council Membership College and Career Readiness - Certifications and Completions Surveys - Parent, Teacher and Student	100% of students participated in positive activities such as Visual and Performing Arts, Yoga, Equine Therapy, Culinary Arts and Healing through Horticulture program on a weekly basis. 100% of students participated in visual and performing arts presentations twice a year and there was 85% local parent attendance at all student events. Focus Group met weekly to discuss and develop a individual learning and transition plans for individual students. 65% of students at JE Barr Court School were chronically absent Students earned positive behavior points daily to support academic progress to complete program goals. Foster Youth Coordinating Services grant provided transition support to foster youth at the Day Reporting Center. The colored shirt program is no longer in place. 100% of program students were required to write an exit-essay. 2-3 students participated in the School Site Council on a monthly basis as evidence by School Site Council minutes. Students were challenged to be college and career ready as measured by the participation rate in career technical programs. (Culinary Arts, Safe Certificates, Completion of 5 Year Plans)

Expected	Actual
19-20 100% of students will participate in positive activities such as Visual and Performing Arts, Yoga, Equine Therapy, Culinary Arts and Healing through Horticulture program on a weekly basis. 100% of students will participate in visual and performing arts presentations twice a year and 85% local parent attendance at all student events. Focus Group will meet weekly to discuss and develop a individual learning and transition plans for individual students. Improve chronic absenteeism by 5% Students will earn positive behavior points daily to support academic progress to complete program goals. Foster Youth Coordinating Services grant will provide transition support to foster youth at the Day Reporting Center. The colored shirt program is no longer in place. 100% of program students are required to write an exit-essay. 2-3 students will participate in the School Site Council on a monthly basis as evidence by School Site Council minutes. Students will be challenged to be college and career ready as measured by the participation rate in career technical programs. (Culinary Arts, Safe Certificates, Completion of 5 Year Plans)	

Baseline

All students participate in positive activities such as Visual and Performing Arts, Yoga, Equine Therapy, Culinary Arts, dog training, Horticulture and Green Shirt privileges on a weekly basis.

100% of students participate in visual and performing arts presentations twice a year and 85% local parent attendance at all student events and 50% parent attendance for students that have parents that reside outside of the county.

Attendance and chronic absenteeism did not apply in 2016/17 as this was a lockdown facility and all students lived at the facility and attended daily.

Focus Group meet weekly to discuss and develop a individual learning and transition plans for individual students.

Foster Youth services serve the court school 20% each week as measured by the Director of Foster Youth service activity log.

Students are allowed certain privileges based on the behavior intervention support system. (Green shirts, purple shirts, yellow shirts)

Students earn positive behavior points daily to support academic progress to complete program goals.

100% of program students are required to write an exit-essay.

2-3 students participate in the School Site Council on a monthly basis as evidence by School Site Council minutes.

Students are challenged to be college and career ready as measured by the participation rate in career technical programs. (Culinary Arts, Safe Certificates, Completion of 5 Year Plans)

Expected	Actual
Survey will be developed to obtain baseline data on level of student's sense of safety and connectedness.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain the Culinary Arts Program. Students will earn the California Food Handlers certificate.	Included in the work the teacher does for court school. 1000-1999: Certificated Personnel Salaries LCFF No additional cost	Included in the work the teacher does for court school. 1000-1999: Certificated Personnel Salaries LCFF No additional cost
Continue Heal Therapy Counseling Services	Paid for by probation No additional cost	Paid for by the probation department No additional cost
Continue "Healing Through Horticulture" gardening program.	Garden and Greenhouse upgrade and supplies 4000-4999: Books And Supplies Title I $500	Garden and Greenhouse upgrade and supplies cancelled due to decision to close the school 4000-4999: Books And Supplies Title I 0.00
Yoga instruction discontinued		
Provide mentoring of program minors to guide them through their individual programs.	The cost for the action is included as part of regular staff duties. No additional cost	The cost for the action is included as part of regular staff duties. No additional cost
Provide drug and alcohol prevention program, anger management program, Positive Prevention and domestic violence prevention program, nursing services and parenting course.	Nursing Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $2,247	Nursing Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $899.00
Continue to provide family, and group counseling, which remains consistent, both in and out of the facility.	The cost for the action is included as part of regular staff duties. No additional cost	The cost for the action is included as part of regular staff duties No additional cost
action eliminated		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Parents of all students will provide input on student needs during the initial intake interview. Special Education services will be provided to all eligible students and their parents/guardians. Parents will be offered the opportunity, as applicable, to participate as a member of the School Site Council and to attend student performances. Once enrolled in the program, all students will attend school on a daily basis. Survey data will be collected pertaining to the student's sense of safety and connectedness.	The cost for the action is included as part of regular staff duties. No additional cost	The cost for the action is included as part of regular staff duties No additional cost

Goal Analysis

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

Action 3.3 Gardening Program was not implemented due to the decision to close the J. Everett Barr Court School therefore greenhouse supplies and upgrades were not needed. The Title 1 funds were used to provide aide time in the classroom.

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

Most actions were fully implemented with no challenges. The only challenge to implementation was due to the decision to close the court school.

Goal 4

Goal 4 - SCOE will coordinate services county-wide in accordance with Foster Youth grant and Ed. Code, and review the plan annually for changes.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Foster Youth educational rights	98% of Foster Youth, ages 12-18, (51/52) know their educational rights and whom they can contact if they need assistance in advocating for their unmet needs.
Independent Living Program (ILP)	94% of Foster Youth (34/36) were identified and linked to the Independent Living Program (ILP)
FAFSA completion	75% Foster Youth (3/4) completed the FAFSA
Foster Youth School Setting Placement	100% Foster Youth (102/102) residing in and outside of Siskiyou County were placed in appropriate school settings in accordance with AB 490 to minimize changes in school placement.
Foster Youth Liaison monitoring log of Foster Youth progress data in and outside of Siskiyou County	Foster Youth placement data in and outside of Siskiyou County was tracked quarterly. Foster Youth Liaison monitored the progress of Foster Youth quarterly.
CA Dashboard	Dashboard data for Foster Youth was not available for Siskiyou County Foster Youth.

Expected	Actual
19-20 100% of Foster Youth, ages 12-18, know their educational rights and whom they can contact if they need assistance in advocating for their unmet needs. 100% of Foster Youth will be identified and linked to the Independent Living Program (ILP) 100% Foster Youth will complete the FAFSA 100% Foster Youth residing in and outside of Siskiyou County will be placed in appropriate school settings in accordance with AB 490 to minimize changes in school placement. Foster Youth placement data in and outside of Siskiyou County will be tracked quarterly. Foster Youth Liaison will monitor the progress of Foster Youth quarterly. Dashboard data for Foster Youth for county and districts will be analyzed as it becomes available.	

Expected	Actual
Baseline 100% of Foster Youth, ages 12-18, know their educational rights and whom they can contact if they need assistance in advocating for their unmet needs. 100% of Foster Youth have been identified and linked to the Independent Living Program (ILP) 100% Foster Youth complete the FAFSA 100% Foster Youth residing in and outside of Siskiyou County are placed in appropriate school settings in accordance with AB 490 to minimize changes in school placement. Foster Youth placement data in and outside of Siskiyou County are tracked quarterly. Progress of 100% of Foster Youth is monitored on a quarterly basis. Dashboard data for Foster Youth for county and districts is analyzed as it becomes available.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Foster Services are coordinated county wide. Youth receive educational advocacy services, academic coaching services (when funding is available), quarterly progress monitoring, transition plan and post-secondary services, from the Foster Youth Grant Coordinator. Foster youth attending J. Everett Barr School are provided services through the Siskiyou County Office of Education Foster Youth Services Grant.	Foster Youth Coordinating Services Grant - Coordinator 1000-1999: Certificated Personnel Salaries Grant $78,138	Foster Youth Coordinating Services Grant - Coordinator 1000-1999: Certificated Personnel Salaries Grant $84,951.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Students eligible for graduation under AB167/216 will be identified.	Foster Youth Coordinating Services Grant - The cost for the action is included as part of regular staff duties. Grant No additional cost	Foster Youth Coordinating Services Grant - The cost for the action is included as part of regular staff duties. Grant No additional cost
Foster youth coordinator will connect foster youth with applicable community partners.	Foster Youth Coordinating Services Grant - The cost for the action is included as part of regular staff duties. Grant No additional cost	Foster Youth Coordinating Services Grant - The cost for the action is included as part of regular staff duties. Grant No additional cos
Provide educational status and progress information to child welfare agency/probation.	Foster Youth Coordinating Services Grant - The cost for the action is included as part of regular staff duties. Grant No additional cost	Foster Youth Coordinating Services Grant - The cost for the action is included as part of regular staff duties. Grant No additional Cost
Continue implementing a system for training enrollment staff to conduct an efficient, expeditious transfer of education records.	Foster Youth Coordinating Services Grant - The cost for the action is included as part of regular staff duties. Grant No additional cost.	Foster Youth Coordinating Services Grant - The cost for the action is included as part of regular staff duties. Grant No additional cost
Provide advocacy and consultation to minimize changes in school placement whenever possible.	Foster Youth Coordinating Services Grant - The cost for the action is included as part of regular staff duties. Grant No additional cost	Foster Youth Coordinating Services Grant - The cost for the action is included as part of regular staff duties. Grant No additional cost
Respond to requests from J. Everett Barr School to ensure delivery and coordination of educational services.	Foster Youth Coordinating Services Grant - The cost for the action is included as part of regular staff duties. Grant No additional cost	Foster Youth Coordinating Services Grant - The cost for the action is included as part of regular staff duties. Grant No additional cost
Provide professional learning opportunities for staff	Foster Youth Coordinating Services Grant - Professional Learning Fees/Travel Costs 5000-	Foster Youth Coordinating Services Grant - Professional Learning Fees/Travel Costs 5000-

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5999: Services And Other Operating Expenditures Grant $14,848	5999: Services And Other Operating Expenditures Grant $3,117.15
Maintain clerical assistant position to enable data collection, analysis, program management and reporting.	Salary 2000-2999: Classified Personnel Salaries Grant $37,047 Foster Youth Coordinating Services Grant - Benefits 3000-3999: Employee Benefits Grant $22,776	Salary 2000-2999: Classified Personnel Salaries Grant $29,122.00 Foster Youth Coordinating Services Grant - Benefits 3000-3999: Employee Benefits Grant $9,597.00
Foster Youth Coordinator will update and distribute a Foster Youth reference materials to all schools within the county.	Foster Youth Coordinating Services Grant - The cost for the action is included as part of regular staff duties. Grant No additional cost	Foster Youth Coordinating Services Grant - The cost for the action is included as part of regular staff duties. Grant No additional cost
The foster youth coordinator and advisory council members will host parent education events for all foster youth and caregivers.	Foster Youth Coordinating Services Grant - Family literacy and math education events. 4000-4999: Books And Supplies Grant $915	Foster Youth Coordinating Services Grant - Family literacy and math education event cancelled due to COVID-19 Pandemic 4000-4999: Books And Supplies Grant $0.00
The Foster Youth Services Coordinating Program Director will continue the protocol for a 30 day check-in meeting with all Foster Youth students when entering a school.	Foster Youth Coordinating Services Grant - The cost for the action is included as part of regular staff duties. Grant No additional cost	Foster Youth Coordinating Services Grant - The cost for the action is included as part of regular staff duties. Grant No additional cost
Provide transitional activities such as college tours and other educational experiences.	Foster Youth Coordinating Services Grant - The cost for the action is included as part of regular staff duties. Grant No additional cost	Foster Youth Coordinating Services Grant - The cost for the action is included as part of regular staff duties. Grant 0
AmericCorps Transitional Support Foster Youth Mentor	Contract for AmeriCorps member to provide mentoring, transitional support services to transitional	Contract for AmeriCorps member to provide mentoring, transitional support services to transitional

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	age foster youth. 5000-5999: Services And Other Operating Expenditures Grant $10,000	age foster youth. 5000-5999: Services And Other Operating Expenditures Grant $6,800.00

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 were fully implemented.

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

Our greatest success was using our AmeriCorp member to ensure our Foster Youth were engaged in school. The AmeriCorp member provided technology support for students and caregivers during distance learning, and connected our youth to academic and social-emotional support throughout the year. We had a significant increase (30%) in our contact and engagement with Tribal Foster Youth and caregivers.

Our challenges included the inability to provide professional development in trauma-informed practices to our districts and community partners.

Goal 5

Goal 5 - Maintain Siskiyou County Expelled Youth Plan to coordinate the instruction of expelled pupils in Siskiyou County.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Siskiyou County Expelled Youth Three Year Plan **19-20** The 2018-2020 Siskiyou County Expelled Youth Plan is posted to the Siskiyou County Office of Education website at http://www.siskiyoucoe.net **Baseline** A Siskiyou County Expelled Youth Three Year Plan was revised and approved in June 2015 and posted to the Siskiyou County Office of Education website at http://www.siskiyoucoe.net	The Siskiyou County Expelled Youth Three Year Plan was revised and approved in June 2018 and posted to the Siskiyou County Office of Education website at http://www.siskiyoucoe.net The plan was revisited and discussed with administrators and approved by the Siskiyou County Office of Education Board of Trustees for the next three years 2021-2024.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The Siskiyou County Expelled Youth Plan, 2018-2020, establishes that the Siskiyou County Office of Education does not provide direct services for expelled pupils. The 2018-2020 Siskiyou County Expelled Youth Plan is posted to the Siskiyou County Office of Education website at http://www.siskiyoucoe.net	The cost for the action is included as part of regular staff duties. No cost	The cost for the action is included as part of regular staff duties. No additional cost

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 as stated.

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

In developing the next three year Expelled Youth Plan we had great conversations with district leaders around the options presented in the plan. District leadership work collaboratively in support of expelled you and have typically supported inter district transfers when needed.

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
Purchase Plexiglass partitions	$6,500.00	$7,162.08	No
Purchase Electrostatic Sprayers	$5,670.00	$6,553.39	No
Purchase Sanitizers, Disinfectants, and spray bottles	$25,000.00	$111,118.04	No
Purchase PPE's for staff and students	$30,000.00	$12,638.41	No
Provide social-emotional support to students and staff. Purchased 2nd Step curriculum	$9500.00	$50,213.66	Yes
Provide Compensatory Services for students that might need it. This will include Speech, Occupational Therapy, Adaptive PE, Vision, Hard of Hearing, Functional Academics, etc. (Not needed)	$50,000.00	0.00	No
Purchase Technology (Chromebook, IPADS, etc) for Distance Learning	$30,000.00	$30,316.25	Yes
Purchase Hotspots	$5500.00	$258.55	Yes
Cameras for Live Streaming of Classroom Instruction to our Distance Learning Students	900.00	$1,016.24	Yes
Curriculum and streaming content	0.00	$15,847.82	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.

In purchasing sanitizers, disinfectants, and spray bottles we spent more due to the fact that we were able to start school in-person since August. In PPE's we spent less because most of the staff and students had their own PPE's. Since we were in-person since

August we needed more social emotional curriculum.   Compensatory services and Hotspots were not needed due to the fact that we were able to do in-person since August. We had some students that did not want in-person instruction so we had to buy some streaming content to help with distance learning.

Analysis of In-Person Instructional Offerings

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

We have been doing in-person instruction since August. We have had very few challenges except for providing both in-person and distance learning at the same time. For this reason we had to provide modified days in order for the teachers to provide both in-person and distance learning. We also had a challenge in getting some of our staff back to in-person. Some of our successes include: Majority of student and staff members following safety procedures, didn't have any community spread, only had to quarantine a few of our classroom for a short amount of time, and majority of students received in-person instruction and were engaged in learning since August.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide social-emotional support to students and staff. (Cost already included in in-person learning.)	0	0	No
Purchase Technology (Chromebook, iPADS, etc.) for Distance Learning (Cost already included in in-person learning.)	0	0	No
Hotspots (Cost already included in in-person learning.)	0	0	No
Provide Compensatory Services for students that need it. This will include Speech, Occupational Therapy, Adaptive PE, Vision, Hard of Hearing, Functional Academics, etc. (Cost already included in in-person learning.)	0	0	No

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

There weren't any substantive differences excepts for the compensatory services that has already been explained.

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.

Since we have offered in-person instruction since August we have had very few challenges with distance learning. The only real challenge was providing the distance learning and in-person at the same time. We did a modified day schedule to help with this. All instruction was provided on a daily basis. The few students that were doing distance learning did not have challenges with connectivity or access to devices as it was provided through the SELPA. Participation and progress was comparable to other years. Distance learning was offered to staff through zoom and online trainings. There were few changes in staff roles and responsibilities except for monitoring of COVID symptoms including temperature checks and cleaning and sanitizing classrooms.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide Compensatory Services for students that need it. This will include Speech, Occupational Therapy, Adaptive PE, Vision, Hard of Hearing, Functional Academics, etc. (Included in in-person expenses.)	0	0	No

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.

Our moderate to severe students have been provided with in-person instruction since August, therefore there has been minimal learning loss.

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.

We purchased and implemented a social emotional curriculum for every classroom. Students have shown growth in positive behaviors since implementing it. The challenges came in monitoring the few distance learning students and ensuring they were supported.

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.

Since we teach moderate to severe students our teachers in contact with parents frequently. We have experienced a challenge in locating one family that may have been evicted.

Analysis of School Nutrition

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

All meals are provided by the District of Residence.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Extra driver and transportation cost for delivery of meals are estimated at this point. An updated amount will be provided once students are in school. Students attend in-person learning and ate meals at the school sites.	$20,000	0	Yes

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

Since our students were offered in-person instruction there was no need for an extra driver or transportation for delivery of meals. Meals were delivered to the few distance learning students by their regular bus driver.

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 from this past year that we need a better Attendance Monitoring System. We purchased a new Student Information System to help monitoring the attendance. We also have included updated curriculum and incorporated additional technology for use in the classroom.

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

We have purchased a progress monitoring data system (SANDI) to help monitor and access pupil learning loss for all of our moderate to severe students.

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.

In purchasing sanitizers, disinfectants, and spray bottles we spent more due to the fact that we were able to start school in-person since August. In PPE's we spent less because most of the staff and students had their own PPE's. Since we were in-person since

August we needed more social emotional curriculum.   Compensatory services and Hotspots were not needed due to the fact that we were able to do in-person since August. We had some students that did not want in-person instruction so we had to buy some streaming content to help with distance learning.

Since our students were offered in-person instruction there was no need for an extra driver or transportation for delivery of meals. Meals were delivered to the few distance learning students by their regular bus driver.

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.

After analyzing the student outcomes in the 19-20 LCAP and the 20-21 LCP, we included goals and actions to focus on chronic absenteeism and attendance. We have included actions which address student engagement, including supplemental science education, outdoor science day camp, the use of technology in the classroom, and additional social emotional curriculum.

Instructions: Introduction

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

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

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

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

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

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

Actions Related to the Distance Learning Program

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

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

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

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

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

Actions Related to Pupil Learning Loss

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

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

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

  - 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	337,311.00	314,982.89
	0.00	0.00
Federal Funds	0.00	0.00
Grant	163,724.00	133,587.15
LCFF	109,054.00	103,676.41
Lottery	578.00	0.00
Special Education	6,523.00	0.00
Supplemental and Concentration	53,263.00	77,719.33
Title I	500.00	0.00
Title II	3,669.00	0.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	337,311.00	314,982.89
	0.00	0.00
1000-1999: Certificated Personnel Salaries	161,360.00	174,019.00
2000-2999: Classified Personnel Salaries	79,222.00	82,950.33
3000-3999: Employee Benefits	58,404.00	43,176.00
4000-4999: Books And Supplies	1,993.00	334.41
5000-5999: Services And Other Operating Expenditures	36,332.00	14,503.15

* 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	337,311.00	314,982.89
		0.00	0.00
	Grant	0.00	0.00
1000-1999: Certificated Personnel Salaries	Grant	78,138.00	84,951.00
1000-1999: Certificated Personnel Salaries	LCFF	79,292.00	74,119.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	3,930.00	14,949.00
2000-2999: Classified Personnel Salaries	Grant	37,047.00	29,122.00
2000-2999: Classified Personnel Salaries	Special Education	6,523.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	35,652.00	53,828.33
3000-3999: Employee Benefits	Grant	22,776.00	9,597.00
3000-3999: Employee Benefits	LCFF	29,762.00	29,223.00
3000-3999: Employee Benefits	Supplemental and Concentration	5,866.00	4,356.00
4000-4999: Books And Supplies	Grant	915.00	0.00
4000-4999: Books And Supplies	LCFF	0.00	334.41
4000-4999: Books And Supplies	Lottery	578.00	0.00
4000-4999: Books And Supplies	Title I	500.00	0.00
5000-5999: Services And Other Operating Expenditures	Federal Funds	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Grant	24,848.00	9,917.15
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	7,815.00	4,586.00
5000-5999: Services And Other Operating Expenditures	Title II	3,669.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	158,749.00	176,809.74
Goal 2	12,091.00	3,687.00
Goal 3	2,747.00	899.00
Goal 4	163,724.00	133,587.15

* 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	$163,070.00	$235,124.44
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	$20,000.00	
All Expenditures in Learning Continuity and Attendance Plan	$183,070.00	$235,124.44

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$117,170.00	$137,471.92
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$117,170.00	$137,471.92

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$45,900.00	$97,652.52
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	$20,000.00	
All Expenditures in Learning Continuity and Attendance Plan	$65,900.00	$97,652.52

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
Siskiyou County Office of Education	Debbie Medeiros Associate Superintendent/SELPA Director	dmedeiros@siskiyoucoe.net 530-842-8441

Plan Summary [2021-22]

General Information

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

Siskiyou County is located in the far northern part of the state, and is one of the largest counties in California with one of the smallest populations. The county is described as frontier with less than 11 persons per square mile and has no census defined place within the area with a population exceeding 50,000. The county's 25 school districts and 2 charter schools are small and serve approximately 6,000 students. The schools serve local Native American students as well as limited number of English Learners. The counties largest student group is Socioeconomically Disadvantaged (SED). The county has over six thousand square miles, so many districts are remotely located in very small communities with limited resources.

The Siskiyou County Office of Education (SCOE), established in 1857, is governed by an elected County Superintendent of Schools and a seven member Board of Education. SCOE employs approximately 170 employees.

The Office of Education has three divisions: Administration/Business Services, Educational Services, and Special Schools and Services.

The primary functions of the Siskiyou County Office of Education include:

- Assisting schools in improving services to students
- Support and supervise districts in complying with state law and ensuring ongoing fiscal stability

- Provide centralized services to districts in areas such as budget management, data processing, curriculum and instruction, media and technology resources, legal services, and professional learning
- Educate specific groups of students not served by districts

The Siskiyou County Office of Education operates the Special Education Local Plan Area (SELPA) and serves moderate to severe special education students across the county.

Reflections: Successes

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

The 2019 CA Dashboard for our special education population had our SED, SWD and White student groups in the blue performance level. No other student groups had performance indicators.

Reflections: Identified Need

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

The 2019 CA Dashboard for our special education population had our SED and SWD student groups in the red performance level. Our white student group was in the orange performance level. No other student groups had performance indicators.

LCAP Highlights

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

A few highlights for our special education program include the following.

- Purchase new curriculum
- Purchase of ALMA (Student System Information System) and using the Data Specialist to monitor attendance and Chronic Abseetism.
- Enhanced communication with parents regarding the importance of attending school.
- Technology investments to ensure student access to the teacher and curriculum
- Employing a part-time science specialist to facilitate science lab activities and outdoor field experiences for students
- Establishing a behavior management team to conduct CPI training for staff and employing a behaviorist to support students as part of the team

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.

Siskiyou County Special Education

Support for Identified Schools

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

Monthly meetings were held with the Community Advisory Committee which includes parents, teachers, special education administrators, and community members.   We also received input from our LCAP Committee. We met with bargaining units that included certificated and classified staff members and received input from them on the plan. The SELPA also collaborated with the State and Federal Program Director to analyze the data. Stakeholder feedback, along with student achievement data, progress on IEP goals, chronic absenteeism, and student engagement, were used to determine student needs. Based on this data, we determined the needs of our program were to provide inclusion strategies, professional development, and increase the use of technology to increase student engagement. There were no resource inequities identified during plan development.

Monitoring and Evaluating Effectiveness

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

Student achievement data, progress on IEP goals, chronic absenteeism rate, perceptual survey data, and CA Dashboard information will be collected and analyzed. This information will be shared with all stakeholders, including parents, staff, and community members, in an ongoing process to monitor and evaluate the implementation and effectiveness of the plan. The State and Federal Program Director will be available to support and offer guidance in these areas and to help build stakeholder capacity for continuous improvement.

Stakeholder Engagement

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

Special Education: Quarterly meetings were held with the Community Advisory Committee which includes parents, teachers, special education administrators, and community members.   We also received input from our Leadership Committee. A survey was sent out to both parents and students in order to receive feedback about our program. We met with bargaining units that included certificated and classified staff members and received input from them on the plan. The SELPA also collaborated with the State and Federal Program Director to analyze the data.

Foster Youth: The Siskiyou County FYSCP meets with stakeholders quarterly with our Executive Advisory Council (EAC) the program goals are reviewed and stakeholders provide input to the current plans. Youth input is collected at the EAC meetings and surveys with the youth are completed annually in September, March, and June to see if the program is meeting youth needs, surveys are sent out to LEA staff, caregivers and in September, March, and June to see if the program is meeting the needs of our youth, LEA staff, and caregivers. Attendance, report cards, and surveys to teachers about students' academic concerns, celebrations as social-emotional states are collected. In 2018 our program noticed a significant decline in our engagement with our youth in grades 8th through 12th. The FYCP coordinator attended a presentation about the AmeriCorps Foster Youth Mentor Program, which she shared with the EAC, and the consensus was that would be a great way to increase youth engagement. The AmeriCorps member began working with youth in August of 2019.

Expelled Youth:

The prior three-year Expelled Youth Plan was reviewed and distributed to all Siskiyou County administrators. Input on the new plan was received from numerous administrators confirming their support of the plan, editing their community day school status, and making minor updates to the plan. The plan was discussed at county-wide administrator meetings in February and March. Administrators are taking the plan to their school boards for approval.

A summary of the feedback provided by specific stakeholder groups.

Special Education: Stakeholder feedback, along with student achievement data, progress on IEP goals, chronic absenteeism, and student engagement were used to determine student needs. Based on this data, we determined the needs of our program were to provide inclusion strategies, professional development, and increase the use of technology to increase student engagement. There were no resource inequities identified during plan development.

Foster Youth: LEA's, Child Welfare, and Juvenile Probation value the data collected for court reports and communication support between schools, caregivers, child welfare, and juvenile probation staff. Youth and Caregivers feel that the AmeriCorps member has increased youth

engagement.   Academic case management is essential to improving the academic outcomes for our foster youth by supporting caregivers, youth, and LEA staff.

Expelled Youth:

Our county administrators provided specific feedback to the Expelled Youth Plan. This feedback ranged from minor editing to updating which community day schools are currently operating in the county.

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

Special Education: Aspects of the LCAP that were influenced by specific stakeholder input includes the purchasing of our attendance monitoring system, updating technology, utilizing a data specialist, curriculum adoption, and PD's.

Foster Youth: Siskiyou FYSCP will provide educational case management support to LEA's, youth, and caregivers with a 70% case manager. Transitional Age Youth will be supported by the AmeriCorps Member.

Expelled Youth:

The Expelled Youth Plan was influenced and updated by the feedback from administrators but substantive changes were not made.

Goals and Actions

Goal

Goal #	Description
1	Increase student attendance and reduce chronic absenteeism by making the classroom more interactive with the use of technology.

An explanation of why the LEA has developed this goal.

This goal was developed to focus on attendance and chronic absenteeism based on data from the 2019 Dashboard and current attendance and chronic absenteeism rates.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Abseentism	42%				25%
Attendance Rates	84%				95% or higher

Actions

Action #	Title	Description	Total Funds	Contributing
1	Attendance Monitoring System	Develop and implement a tiered system for monitoring attendance that includes parent contact and nudge letters. Purchase Alma student information system. (Resource 6500)	$3,304.00	No
2	Data Specialist	Data Specialist will review attendance data and meet periodically with staff and program manager. 50% of Data Specialist salary. (Resource 6500)	$37,218.50	No

Action #	Title	Description	Total Funds	Contributing
3	Attendance Communication	Have Teacher/Bus Driver make connection with families when student is absent. No Additional Cost	$0.00	No
4	Update Technology	Update technology applications for student engagement. May also include purchases of additional devices, software, apps, etc. (Resource 3182 - CSI)	$3,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Students will be provided appropriately credentialed teachers and classroom instruction/instructional materials aligned to the state standards, to facilitate increased student achievement, in facilities that are maintained in good repair.

An explanation of why the LEA has developed this goal.

This goal has been developed to ensure the district maintains progress on the metrics associated with state priorities 1, 2 & 4, which address basic services, implementation of state standards, and pupil achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Quarterly Williams Reports	100% of students have access to instructional materials aligned with the state standards				100% of students will have access to instructional materials aligned with the state standards
Priority 2 Self-assessment Tool	Local Indicator met - all sections showing initial implementation or higher except for NGSS				Local Indicator will be met - with all sections scoring initial implementation or higher
Teacher credential list	73% of teachers are fully credentialed and appropriately assigned				100% of teachers will be fully credentialed and appropriately assigned

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Sign-in Sheets or registrations for Professional Learning	100% of teachers are trained and versed in the state standards and instructional shifts for all content areas.				100% of teachers will be trained and versed in the state standards and instructional shifts for all content areas.
Teacher Observation Tool	Teachers are observed and formally evaluated once every other year. (Teachers are also observed and provided feedback informally throughout each year.)				Teachers will be observed and formally evaluated once every other year. (Teachers will also be observed and provided feedback informally throughout each year.)
Facilities Inspection Tool (FIT) scores	All facilities are in good repair				All facilities will be maintained in Good or Excellent repair according to the Facilities Inspection Tool
CAASPP / CAA scores	96% of students will participate in the CAASPP and CAA Assessments				100% of students will participate in the CAASPP and CAA Assessments.
ELPAC	There are currently zero English Learners enrolled.				N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate / Cert. of Completion	87.50% of eligible students have obtained either their diploma or certificate of completion.				100% of eligible students will obtain either their diploma or certificate of completion.
Middle School Dropout Rate	0%				0%
High School Dropout Rate	4%				0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Curriculum Purchase (Annual)	Unique $6,000, Learning A-Z $231, IXL $748, Inclusion TLC $120 (Resource 1100) Read Naturally $1200 (Resource 6500) Edgenuity $8,000 (Resource 3182)	$16,179.00	No
2	Professional Development	CPI Training - Title II Funds	$2,544.00	No
3	Paraprofessionals	Continue to use Title I funds (Resource 3010) to provide supplemental aide time M. Brown 100% = $29,104.11 - K. Evans 38.46% = $12,184.95, 61.54% (Resource 3310) $19,497.19	$60,786.25	No

Action #	Title	Description	Total Funds	Contributing
5	Implement data program - student records/monitoring progress	Continue to request school records in a timely manner and evaluate student transcripts to determine individual learning plans, monitor student achievement, and track student progress. Utilize the SANDI Determination Assessment to help monitor students' progress.	$0.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Increase student and family engagement by providing a positive and nurturing classroom environment that meets the unique needs of all students, including students with exceptional needs.

An explanation of why the LEA has developed this goal.

This goal has been developed to ensure the district maintains progress on the metrics associated with state priorities 3, 5, 6, 7 & 8, which address parent involvement, pupil engagement, school climate, course access, and other outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAC membership	10% of parents participate in CAC meetings to provide input for decision making for the school and programs.				50% of parents will participate in CAC meetings to provide input for decision making for the school and programs.
Parent & Student Surveys	92.5% of parents and students reported positively on the sense of safety and school connectedness.				100% of parent and students will report positively on their sense of safety and school connectedness.
Graduation Rate (Cert. of Completion)	87.50% of eligible students have obtained either their diploma or certificate of completion.				100% of eligible students will obtain either their diploma or certificate of completion.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	0% Suspension Rate				Suspension Rate will be maintained at 0%.
Expulsion Rate	0% Expulsion Rate				Expulsion Rate will be maintained at 0%.
Course Access	100% students will be enrolled in programs and services developed and provided to students with exceptional needs.				100% of students will be enrolled in programs and services developed and provided to students with exceptional needs.
Priority 3 Self-reflection Tool	Standard Met				Dashboard will show Standard Met
Other Outcomes - SANDI Assessment Results	New Program- No Baseline				50% of students will make progress on individual IEP goals.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Maintain the County Supplemental Science Program	Supplemental Science Program (Jason and Christian) in the classrooms, utilizing CSI funds (Resource 3182)	$5,400.00	No
2	Provide Parent Trainings at CAC Meetings	Provide Parent Trainings at CAC Meetings that will include areas such as: How Students Qualify for Special Education, Behavior Strategies for student with special needs, Mental Health and the Special Education Population, How to help special education students at home, etc.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3	Token Economy	Provide a Token Economy System to promote Academic and Student Engagement Support - Classroom Supplies - Lottery Funds (Resource 1100)	$600.00	No
4	Outdoor Education - Kidder Creek	Continue Kidder Creek Outdoor Program utilizing CSI funds (Resource 3182)	$9,690.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Maintain Siskiyou County Expelled Youth Plan to coordinate the instruction of expelled pupils in Siskiyou County.

An explanation of why the LEA has developed this goal.

This goal was developed to meet the COE requirement for State Priority 9 - Expelled Youth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Siskiyou County Expelled Youth Plan (current 3 year plan)	Siskiyou County Expelled Youth Plan (2021-2024) was revised and approved in June 2021 and posted to the Siskiyou County Office of Education website at www.siskiyoucoe.net				Maintain current Siskiyou County Expelled Youth Plan

Actions

Action #	Title	Description	Total Funds	Contributing
1	Siskiyou County Expelled Youth Plan	Review and update the Siskiyou County Expelled Youth Plan by consulting with administrators within the county. Upload the plan to CDE and post on the Siskiyou County Office of Education website.	$0.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	SCOE will coordinate services for all foster youth residing in Siskiyou County in accordance with Ed. Code and ESSA and review the plan annually for changes to improve academic outcomes for Foster Youth.

An explanation of why the LEA has developed this goal.

Siskiyou County Office of Education maintains coordinated services for Foster Youth in the county to meet the requirements of Ed Code, ESSA, and the Foster Youth Services Grant. Analysis of state and local data show a need for decreasing chronic absenteeism, maintaining communication with districts, and coordinating with other agencies to support students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Smarter Balanced Test Scores ELA	2018-2019 Combined Standard of FY Met 22.5%				28%: Up 2% each year
Smarter Balanced Test Scores Mathematics	2018-2019 Combined Standard of FY Met or 12.5%				18.5%: Up 2% each year
Suspension Rates	2019-20 Unduplicated County of FY Suspended 10%				7% : Drop 1% each year
Expulsion Rates	2020-21 Expulsion Rates .9%				Remain below 1% each year
Foster Youth in Juvenile System	2020-21 4.6 %				3.6 %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rates	2020-21 FY Chronic Absenteeism Rate 21.6%				28%: Drop 2% each year
Attendance Rates	2019-20 FY Attendance 90.4 %				93%: Up 1% each year
High School Graduation Rates	2019-2020 FY Graduation Rate 87%				90%: UP 1% each year
High School Drop Out Rates	2019-2020 FY Dropout Rate 12%				10%: Drop 2% each year
Successful Transitions to Post secondary	2019-2020 FY High School Completers Enrolled in College 62.3%				65%: Up 1% each year
Completion of FAFSA/Dream Act	2020-2021 FY Completed FAFSA/ Dream Act 100%				Maintain 100% Completion Rate

Actions

Action #	Title	Description	Total Funds	Contributing
1	Foster Youth Coordinator	Monitor local policy/procedures and data infrastructure necessary to support and monitor educational success, including efficient transfer of health and education records and the health and education passport. 1. Work with CDE, districts and county child welfare and probation agencies to obtain, share and analyze data to accurately identify foster youth and track progress on all required metrics.	$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2. Maintain and monitor MOUs with probation, HHSA and district agencies to increase graduation rates and reduce school transfer rates. 3. Ensure districts are informed of who their foster youth are and all pertinent information weekly utilizing Foster Focus Data Management System. ($1,500 annually) (Program Coordinator, Program Assistant, and Foster Focus all paid with Foster Youth Grant)		
2	Communication with districts	Ensure foster youth liaisons (Ed Code 48853.5) and district level oversight staff have adequate time, knowledge, and resources to meet the needs of foster youth. 1. Train and support district liaisons and district level oversight staff to ensure district and school site staff are informed about and implement all laws and district policies affecting foster youth. 2. Monitor services provided to foster youth at the district level to ensure: * All foster youth have access to necessary education and school counseling services * To reduce school transfers and ensure foster youth are transported to their school of origin when in their best interest, including funding or otherwise facilitating transportation * Ensure priority access for foster youth to receive district level tutoring and other academic and social/emotional supports, after-	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school and summer enrichment programs, and extracurricular activities (FY Coordinator included in Action 1, Case Manager salary and benefits, FY Program Assistant salary and benefits paid through FY Grant)		
3	Coordinated Services	Districts will have a coordinated delivery of educational and social emotional intervention services through collaboration with Siskiyou County Health and Human Services Children's Division, Probation, Foster Youth Services Coordinating Program and Educational Rights Holder. Meetings are held in response to students in crisis and having significant needs. 1. Schedule trainings with district office staff and instructional staff to support the needs of foster youth. 2. Attend foster youth IEPs and SST meetings to review academic and behavioral successes and challenges 3. Invite District Liaisons to Critical Family Team Meetings (CFT) 4. Refer qualifying students to Independent Living Programs 5. Attend Regional Program Resource Committee meetings to support special education placements	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(all services included in Actions 1 & 2)		
4	Student Supports	Ensure students have social-emotional, academic, and transition support. (Case manager cost included in Action 2, AmeriCorps worker contract paid through FY Grant)	$8,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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.

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

The Siskiyou County Office of Education does not receive Supplemental & Concentration Grant funds, as all of our students are counted in their district of residence.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$61,801.50		$86,420.25	$148,221.75

Totals:	Total Personnel	Total Non-personnel
Totals:	$98,004.75	$50,217.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Attendance Monitoring System		$3,304.00			$3,304.00
1	2	All	Data Specialist		$37,218.50			$37,218.50
1	3	All	Attendance Communication					$0.00
1	4	All	Update Technology		$3,000.00			$3,000.00
2	1	All	Curriculum Purchase (Annual)		$8,179.00		$8,000.00	$16,179.00
2	2	All	Professional Development				$2,544.00	$2,544.00
2	3	All	Paraprofessionals				$60,786.25	$60,786.25
2	5	All	Implement data program - student records/monitoring progress					$0.00
3	1	All	Maintain the County Supplemental Science Program				$5,400.00	$5,400.00
3	2	All Students with Disabilities	Provide Parent Trainings at CAC Meetings					$0.00
3	3	All	Token Economy		$600.00			$600.00
3	4	All	Outdoor Education - Kidder Creek				$9,690.00	$9,690.00
4	1	All	Siskiyou County Expelled Youth Plan					$0.00
5	1	Foster Youth	Foster Youth Coordinator		$1,500.00			$1,500.00
5	2	Foster Youth	Communication with districts					$0.00
5	3	Foster Youth	Coordinated Services					$0.00
5	4	Foster Youth	Student Supports		$8,000.00			$8,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$0.00	$9,500.00
LEA-wide Total:	$0.00	$0.00
Limited Total:	$0.00	$9,500.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
5	1	Foster Youth Coordinator	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		$1,500.00
5	2	Communication with districts	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		$0.00
5	3	Coordinated Services	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		$0.00
5	4	Student Supports	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		$8,000.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

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

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

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

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

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

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

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

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

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