LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Tuolumne County Superintendent of Schools

CDS Code: 55105530000000

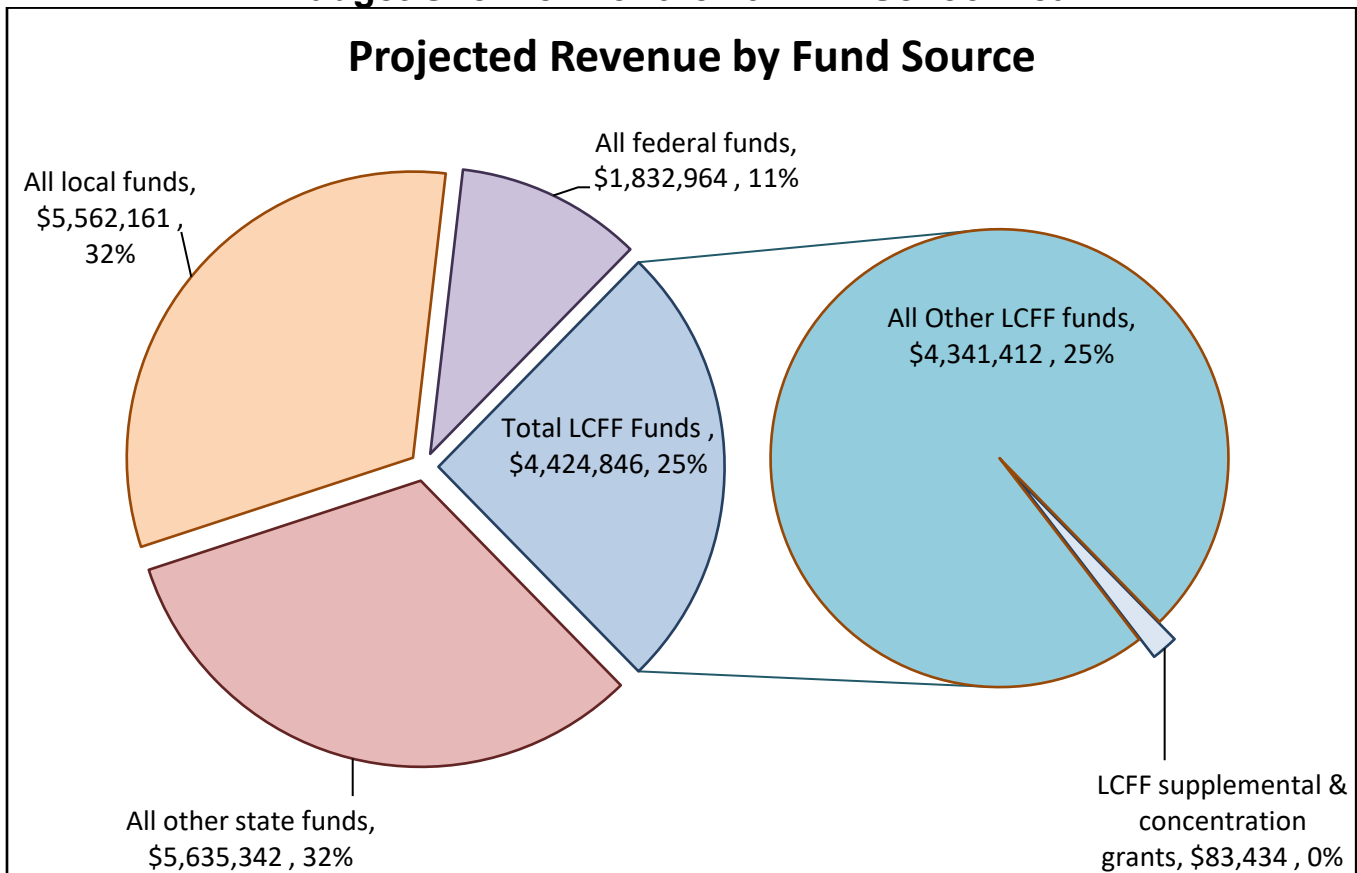School Year: 2021-22

LEA contact information:

Cathy A. Parker

Superintendent

cparker@tcsos.us

209--536--2010

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, $1,832,964 , 11%
- All local funds, $5,562,161 , 32%
- All Other LCFF funds, $4,341,412 , 25%
- Total LCFF Funds , $4,424,846, 25%
- All other state funds, $5,635,342 , 32%
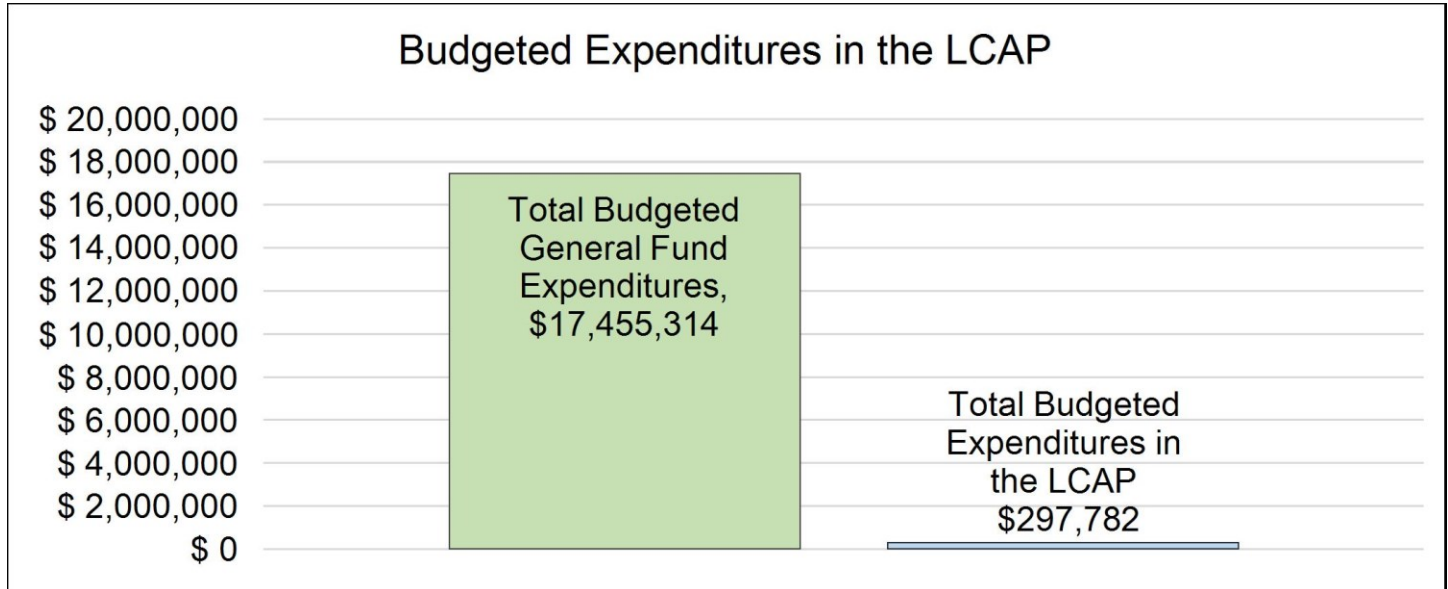- LCFF supplemental & concentration grants, $83,434 , 0%

This chart shows the total general purpose revenue Tuolumne County Superintendent of Schools expects to receive in the coming year from all sources.

The total revenue projected for Tuolumne County Superintendent of Schools is $17,455,313, of which $4,424,846 is Local Control Funding Formula (LCFF), $5,635,342 is other state funds, $5,562,161 is local funds, and $1,832,964 is federal funds. Of the $4,424,846 in LCFF Funds, $83,434 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

$ 20,000,000	
$ 18,000,000	
$ 16,000,000	Total Budgeted General Fund Expenditures, $17,455,314
$ 14,000,000	
$ 12,000,000	
$ 10,000,000	
$ 8,000,000	
$ 6,000,000	Total Budgeted Expenditures in the LCAP $297,782
$ 4,000,000	
$ 2,000,000	
$ 0	

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

Tuolumne County Superintendent of Schools plans to spend $17,455,314 for the 2021-22 school year. Of that amount, $297,782 is tied to actions/services in the LCAP and $17,157,532 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
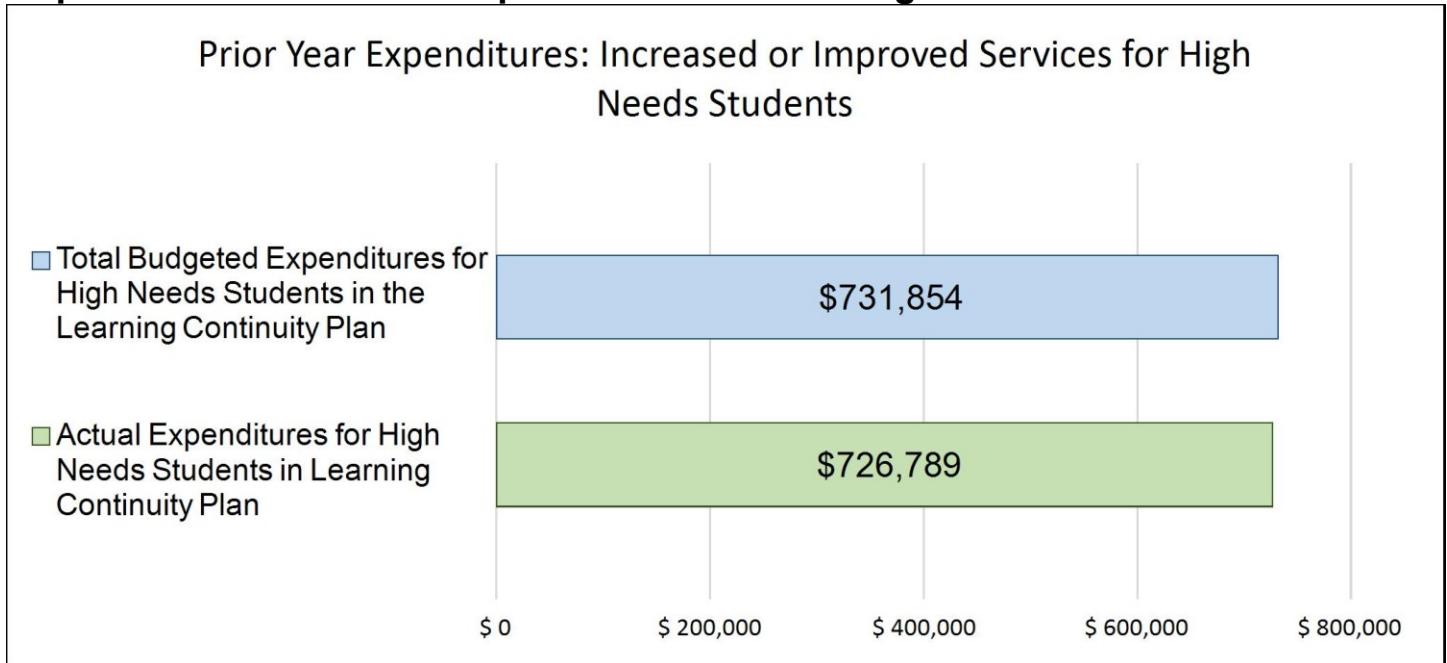
General Fund expenditures funded with Lottery, Mandated Cost, Federal, State and local Restricted programs, Routine Repair and Maintenance and Special Education programs are not included in the LCAP when they are not required to support Actions/Services to meet goals. The numerous resources of funding support the many programs, departments, and services offered by the Tuolumne County Superintendent of Schools including the following departments; Special Education, Educational Services, Human Resources, Business Services, Operations, Technology, IMC/Student Events, and Early Childhood Development.

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

In 2021-22, Tuolumne County Superintendent of Schools is projecting it will receive $83,434 based on the enrollment of foster youth, English learner, and low-income students. Tuolumne County Superintendent of Schools must describe how it intends to increase or improve services for high needs students in the LCAP. Tuolumne County Superintendent of Schools plans to spend $239,945 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 — $731,854

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — $726,789

(x-axis: $ 0, $ 200,000, $ 400,000, $ 600,000, $ 800,000)

This chart compares what Tuolumne County Superintendent of Schools 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 Tuolumne County Superintendent of Schools 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, Tuolumne County Superintendent of Schools's Learning Continuity Plan budgeted $731,854 for planned actions to increase or improve services for high needs students. Tuolumne County Superintendent of Schools actually spent $726,789 for actions to increase or improve services for high needs students in 2020-21.

Minor changes in the need for supplies and instructional materials resulted in a decrease in budgeted versus actual expenditures. There was no 'one big item' that resulted in this decrease. Rather, it was several expenditures that cost less than expected due to the increase use of technology which replaced books, paper, and resource items.

Public Hearing - Board meeting: 6/21/2021
Adoption - Board meeting: 6/24/2021

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
Tuolumne County Superintendent of Schools	Cathy A. Parker Superintendent	cparker@tcsos.us 209--536--2010

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).

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Goal 1

Provide individual and group counseling services during the regular instructional day to support and provide timely interventions to expelled and probation referred students in order to assist students to develop strategies for successful transition back into their District of Residence or alternative educational opportunities.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
	Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
	Priority 10: Foster Youth – COEs Only (Conditions of Learning)
Local Priorities:	Plan for Expelled Youth (2018--21), Foster Youth Services Coordinating Plan (2018--21)

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Overall number of suspensions **19-20** 30 total days (based upon average of 30 total enrollment) **Baseline** 41 total days	Overall number of suspensions. (this data was collected through February 28, 2020) (Met) 2019/20 1 Total Day of suspension for TLC/GREC programs 1.25% (2.5% for TLC)
Metric/Indicator Transition rate **19-20** 100% **Baseline** 100%	Transition Rate of students returning to their programs: (Met) In 2019/20, 100% of students re-enrolled in their district of residence or other educational programs after exiting from TLC or GREC.
Metric/Indicator School Attendance Rate **19-20** Overall Alt Ed Program 85%	School Attendance Rate (Met) Overall Alt Ed Program for 2019/20: 85.5%

Expected	Actual
Baseline Overall Alt Ed Program 2013/14 – 80% Overall Alt Ed Program 2015/16 - 71.78%, We had a number of runaways this year that affected our attendance. Overall Alt Ed Program 2016-/17 – 90%	
Metric/Indicator Chronic Absenteeism Rate **19-20** Chronic Absenteeism Rate: 40% **Baseline** Chronic Absenteeism Rate: 52.6%	Chronic Absenteeism Rate (Met) For 2019/20: 33%
Metric/Indicator Student Climate Survey - **19-20** 60% **Baseline** 100% of the students identify that there is caring adult who they can rely upon to help with feelings of hopelessness, depression, and anxiety. (Added in 2017/18)	Students that identify there is a caring adult who they can rely upon : (Met) 61% of TCSOS students completing the CHKS in 2019/20 reported that they had a caring adult relationship. In student interviews conducted in 20/21 school year, nearly all students reported that they had a trusted adult to go to at school if they needed help. 100% of students reported they had access to a counselor if needed.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Mental Health Services A 1.0 FTE Licensed Marriage, Family Therapist (MFT) will be provided for the exclusive use of the Alternative Education Program. The therapist will provide individual, group and family therapy sessions. The therapist will work with staff to select professional development that	Counselor - Salary 2000-2999: Classified Personnel Salaries LCFF Base $6000 Counselor - Benefits 3000-3999: Employee Benefits LCFF Base $1785.44	Counselor-Salary 2000-2999: Classified Personnel Salaries Other $3,910.30 Counselor-Benefits 3000-3999: Employee Benefits Other 1,215.80

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
supported trauma informed practices, psycho-pharmaceutical knowledge increase, and other relevant topics.	Counselor - Salary 2000-2999: Classified Personnel Salaries LCFF Supp./Con $28234.94	Counselor-Salary 2000-2999: Classified Personnel Salaries Tobacco-Use Prevention Education $36,966.34
	Counselor - Benefits 3000-3999: Employee Benefits LCFF Supp./Con $10917.71	Counselor-Benefits 3000-3999: Employee Benefits Tobacco-Use Prevention Education $11,497.46
	Counselor - Salary 2000-2999: Classified Personnel Salaries Title I $23,884.85	Counselor-Salary 2000-2999: Classified Personnel Salaries Title I $23,835.33
	Counselor - Benefits 3000-3999: Employee Benefits Title I $8271.13	Counselor-Benefit 3000-3999: Employee Benefits Title I $7,413.53
	Counselor - Salary 2000-2999: Classified Personnel Salaries Title I $21496.36	Counselor-Salary 2000-2999: Classified Personnel Salaries Title I $21,256.27
	Counselor-Benefits 3000-3999: Employee Benefits Title I $6577.07	Counselor-Benefits 3000-3999: Employee Benefits Title I $6,611.57

Goal Analysis

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

The funds budgeted for these Actions and Services were expended, with additional costs. Also, expenses were originally planned to be charged to LCFF Base and Supplemental/Concentration, but a portion were expended from LCSSP grant and Tobacco Use Prevention Education. Counseling services for students continued to be provided during the COVID-19 related school closure in the spring of the 2019-20 school year including the summer.

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

Successes: The number of suspensions was significantly reduced from the 18/19 school year to the 19/20 school year. This is based on a number of factors: PBIS training for staff, an administrator on site at TLC high school, a separate location for the TLC Middle School Program, and a full time counselor for the TLC students. While the data was collected only through February 28, 2020 due to the COVID-19 related school closure, the data from 18/19 to 19/20 as of February 28 still demonstrate a significant reduction. The transition rate of 100% of students exiting from TLC or GREC and re-enrolling in an educational program is also a success.

Challenges: The Chronic Absenteeism rate has improved but is still an area of concern at 33%.

Goal 2

Goal 2: Create a climate of support and compassion toward students by providing teachers, parents/guardians, support staff, juvenile correctional officers (JCOs), and District of Residence (DOR) administrative staff professional development in Response to Intervention (RtI), Positive Behavior Intervention System (PBIS), and trauma informed practices through Multi-Tiered Systems of Support in order to learn strategies to engage and address issues with at--risk youth as identified in the renewed Expelled Youth and Foster Youth Coordinating Plan. As there are no community day schools at any school site in Tuolumne County, this goal reflects not only the needs as described in the Countywide Expelled Youth Plan, but also addresses the needs of students enrolled in the program. The Foster Youth Services Coordinating Plan for Tuolumne County also identified the goal of creating a multi tiered system of support as part of the county wide goals, but also identified that as a need for youth served in the juvenile detention facility and in out of county residential treatment facilities who were also foster youth.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 2: State Standards (Conditions of Learning)
	Priority 3: Parental Involvement (Engagement)
	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
	Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
	Priority 10: Foster Youth – COEs Only (Conditions of Learning)
Local Priorities:	Plan for Expelled Youth 2018--21; Foster Youth Services Coordinating Plan 2018--21

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Participation rate in Professional Learning opportunities **19-20** 100% (all alternative Education teachers – 5 teachers) **Baseline** 100% (all alternative Education teachers – 4 teachers)	Participation in Professional Learning Opportunities by alternative education teachers during 2019/20 school year: (Met) 100% of teachers attended either Tier I or Tier II PBIS Training 50% of teachers attended trainings in Universal Design for Learning 100% of teachers participated in training on Trauma Informed Practices
Metric/Indicator Suspension	Overall number of suspensions. (this data was collected through February 28, 2020). (Met)

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Expected	Actual
19-20 30 total days (based upon average of 30 total enrollment) **Baseline** 41 total days	In 2019/20, 1 Total Day of suspension for TLC/GREC programs This number reflects 1.25% of student population (2.5% for TLC)
Metric/Indicator California Healthy Kids Survey **19-20** Once baseline is established, work toward improving student outcomes. **Baseline** Need to establish baseline in 2017-/18 school year	2019/20 results on California Healthy Kids Survey for TCSOS students: (Establishing Baseline) Students that identify there is a caring adult who they can rely upon : 61% of TCSOS students completing the CHKS in 2019/20 reported that they had a caring adult relationship. In student interviews conducted in 20/21 school year, nearly all students reported that they had a trusted adult to go to at school if they needed help. 100% of students reported they had access to a counselor if needed.
Metric/Indicator District Participation at Intakes **19-20** 100% **Baseline** 3%	During the 2019/20 school year, district representatives attended approximately 10% of intake/enrollment meetings for TLC (Not Met)
Metric/Indicator Attendance Rate **19-20** 85% **Baseline** 90%	The attendance rate for 2019/20: 85.5% (Met)

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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Teachers, support staff, parents/guardians, and other staff who come into contact with students will continue to receive professional development in Positive Behavior Intervention (PBIS) and Trauma Informed Practices including strategies specific to low income and foster youth issues around learning.	Colleen Whitlock -Program Coordinator salary 1000-1999: Certificated Personnel Salaries LCFF Supp./Con $17991.36 Colleen Whitlock - Benefits 3000-3999: Employee Benefits LCFF Supp./Con $5720.34 Substitute costs for release time - 1 sub at $150/day sub costs for 4 days and 2 subs at $150/day for 4 days 1000-1999: Certificated Personnel Salaries LCFF Base $1800 subs = statutory benefits 3000-3999: Employee Benefits LCFF Base $396.87 Mileage and Travel - MTSS Year 3 5000-5999: Services And Other Operating Expenditures LCFF Base $1115.065	Colleen Whitlock, Program Coordinator Salary 1000-1999: Certificated Personnel Salaries LCFF Supp./Con $25,872.95 Colleen Whitlock-Benefits 3000-3999: Employee Benefits LCFF Supp./Con $8792.22 Substitute costs for release time - 1 sub at $150/day sub costs for 4 days and 2 subs at $150/day for 4 days 1000-1999: Certificated Personnel Salaries LCFF Base $1950 subs = statutory benefits 3000-3999: Employee Benefits LCFF Base $421.42 Mileage and Travel - MTSS Year 3 5000-5999: Services And Other Operating Expenditures LCFF Base $1730.57
Strategic Plan Development All FTE will be provided TWO buy-back days in order to consult and plan with incoming students and develop appropriate educational plans for students (2 FTEs *2 days) Continue to develop protocols using AERIES and CALPADS to monitor student progress and provide more accurate information as it relates to attendance, suspension rates, chronic absenteeism, and student program participation since we will need reliable data to determine these metrics. Analysis tends to point toward data management issues and the implementation of a new SIS system as an obstacle.	Additional Days for planning and creating educational plans for students – (2 days, 2 FTEs) - Salaries Budget reference: Re 0902/1xxx- 1000-1999: Certificated Personnel Salaries LCFF Base $1766.25 Additional Days for planning and creating educational plans for	Additional Days for planning and creating educational plans for students – (2 days, 2 FTEs) - Salaries Budget reference: Re 0902/1xxx- 1000-1999: Certificated Personnel Salaries LCFF Base 1774.40 Additional Days for planning and creating educational plans for

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	students – (2 days, 2 FTEs) - Benefits Budget reference: Re 0902/1xxx- 3000-3999: Employee Benefits LCFF Base $589.04	students – (2 days, 2 FTEs) - Benefits Budget reference: Re 0902/1xxx- 3000-3999: Employee Benefits LCFF Base $598.74

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 funds that were budgeted for this goal were expended as planned. Teaching staff participated in professional development for PBIS, Universal Design for Learning, and Trauma informed practices prior to COVID-19 related school closures.

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

Successes: 100% of TCSOS Alternative Education teachers attended PBIS trainings; and training on trauma informed practices in 2019/20. 15/15 JCOs attended trainings in PBIS and Trauma Informed Practices. Staff working with students in academic settings at the Community Day School and the Court School are able to better support all students through tiered interventions. This includes expelled and at-risk youth in the Tuolumne Learning Center and all students attending Gold Ridge Educational Center. These student populations also include Foster Youth and students who are experiencing homelessness. The number of counselor contacts in 2019/20 with students and small groups, and the number of students reporting that they have access to a counselor is a success. Protocols were developed and communicated with staff on student records in AERIES and CALPADS to improve the accuracy of student outcome data. This continues to be an area of focus.

Challenges: The number of intake meetings attended by district representatives remained low at 10% and this will be an area of focus. The attendance rate has declined from the baseline data to be 85.5%. Improving attendance rates and chronic absenteeism rates are also an area of focus. Protocols were developed and communicated with staff on student records AERIES and CALPADS to improve the accuracy of student outocme data. This continues to be an area of focus.

Goal 3

Provide students standards aligned curriculum and technology to lead to greater enrollment in CTE courses, A--G courses, dual enrollment, and employment opportunities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities: Plan for Expelled Youth (2018-21), TCSOS Technology Plan

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Implementation of ELA/ELD and Math Adopted Curriculum **19-20** 100% participation in the Implementation of History/Social Science Adopted Curriculum **Baseline** 25% Participation in ELA/ELD and Math Training	ELA/ELD and Math Adopted Curriculum are being used in all programs. (Met) The curriculum committee meets monthly and all Alt Ed staff participated in 19/20 school year. History/Social Science curricula were reviewed and discussed through out the 19/20 school year until the closure occurred, but a curriculum was not implemented (Partially Met) Chromebooks or iPads and hotspots were provided to all students who indicated a need for a device during the closure in 2019/20.
Metric/Indicator Participation in one of the following programs: WEE, Dual Enrollment – CTE and non-CTE, A--G courses, and community service learning projects **19-20**	0% of high school students participated in Work Experience Education or Dual Enrollment, and 1 high school student enrolled in A-G coursework during 19/20 school year (Not met) 100% of middle school students participated in community service learning projects in 2019/20 (Met)

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Expected	Actual
Participants – 100% of high school students will engage in at least one of the following: WEE Dual Enrollment A--G 100% of middle school students will engage in community service learning projects **Baseline** Participants – High School WEE: 2 Dual Enrollment: 0 A--G: 1	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Faculty will be provided Professional Development in the following manner: NGSS – TCSOS will provide training throughout the year to support NGSS implementation. (Awareness Phase) History/SS Standards – TCSOS will provide training to focus on how to identify and support struggling learners. Included in this effort will be the implementation of adopted instructional materials (History/SS) including implementation of new placement assessments. The newly created principal position will provide support for the implementation of this goal.	Replacement/Repair of devices (1/3 devices) 4000-4999: Books And Supplies LCFF Base $2200 Purchase of standards aligned instructional materials including intervention programs (SS/History) 4000-4999: Books And Supplies Lottery $10000 Registration for GED, SAT 4000-4999: Books And Supplies LCFF Base $500 Books for Columbia College Courses (Registration fees waived) 4000-4999: Books And Supplies LCFF Base $500 Teacher Classroom Budget 4000-4999: Books And Supplies LCFF Base $1500	Replacement/Repair of devices (1/3 devices) 4000-4999: Books And Supplies LCFF Base $2283.62 Purchase of standards aligned instructional materials including intervention programs (SS/History) 4000-4999: Books And Supplies Lottery $799.99 Registration for GED, SAT 4000-4999: Books And Supplies LCFF Base $0 Books for Columbia College Courses (Registration fees waived) 4000-4999: Books And Supplies LCFF Base $0 Teacher Classroom Budget 4000-4999: Books And Supplies LCFF Base $2,193.52

Goal Analysis

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

Other than for instructional materials, the budgeted funds for actions and services were expended as planned. The adoption process of History/Social Science materials was not completed during the 2019-20 school year and will continue into 2020/21 with History/Social Science materials being piloted in Tuolumne Learning Center and Gold Ridge Educational Center with the intent to make a decision on adoption at the end of the year. The $10,000 budgeted for the purpose of purchasing History/Social Science Materials was not expended. Student materials were not required to be purchased for GED or SAT Preparation, nor for textbooks for dual enrollment courses.

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

Successes: Chromebooks or iPads and hotspots were provided to all students who indicated a need for a device during the closure in 2019/20. Coursework through FLVS and ELA and Math materials were able to be accessed online for students during the closure. 100% of middle school students participated in community service learning projects in 2019/20.

Challenges: There was a challenge of students enrolling in Work Experience Education or Dual enrollment classes due to lack of student interest and time constraints on the part of the students for these options. NGSS materials by publishers for the secondary level are still limited. Professional Development was focused towards engagement strategies and distance/hybrid learning strategies. When the school closure occurred in spring, 2020, work on the review of History/Social Science materials was postponed until the fall of 2020. CTE Coursework was not available to students.

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Goal 4

Strengthen communication between Community/Court School programs, parents, and community members.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
	Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
	Priority 10: Foster Youth – COEs Only (Conditions of Learning)
Local Priorities:	Plan for Expelled Youth (2018--21), Foster Youth Services Coordinating Plan (2018--21)

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Counselor logs **19-20** CHKS -- 100% of students will respond that they feel that have someone who listens to them and really cares about them. **Baseline** 96 contacts per year	Results from the California Healthy Kids Survey that was administered in 2019/20 school year, 61% of TCSOS students responded that they feel that they have someone who listens to them and really cares about them. (Not Met) The TLC counselor recorded 224 contacts during the 2019/20 school year. This number is a combination of contacts with individual students and with students in group counseling settings. (Met)
Metric/Indicator Participation in Parent Advisory Committee (PAC) **19-20** 3 Parents will regularly participate in the Parent Advisory Committee with representation from Community School and Gold Ridge Educational Center **Baseline** End of year – 1 parent participant	The Alternative Education Principal established monthly Parent Advisory meetings during the 2019/20 school year. Attendance varied from two parents to six parents in attendance at the meetings, with an average of more than three per meeting. (Met)

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Expected	Actual
Metric/Indicator Foster Focus Training **19-20** 100% of LEA Liaisons will be trained in Foster Focus **Baseline** 0% LEA Liaisons have been trained	Foster Focus Training was implemented during the 2019/2020 school year, with 100% of LEAs sending their representative to participate in the training. (Met)
Metric/Indicator Participation in Site Administrator meetings **19-20** 3 meetings per year with 100% attendance **Baseline** 2 meetings per year with 100% attendance	Three Site Administrator meetings were held during the 2019/20 school year, with attendance by LEA representatives of 66%, 75% and 92%. (Partially Met)

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Development and Implementation of Regular Communication Schedule with Stakeholders Parents/Guardians: Teachers and administrators will communicate with parents through a variety of methods and improve efforts to increase attendance and reduce tardiness. PACs will continue throughout the 2017/18 year with a parenting class component to encourage connectedness to the programs. LEA Administrators: LEA coordination will continue to take place between districts at the monthly Superintendent meetings and Site Administrator meetings held two times a year.	4000-4999: Books And Supplies LCFF Base $300 Foster Youth Council Meetings Re: 7366/4300 4000-4999: Books And Supplies FY Services Fund $500	Meeting Supplies 4000-4999: Books And Supplies LCFF Base $685.76 Foster Youth Council Meetings Re: 7366/4300 4000-4999: Books And Supplies FY Services Fund $617.06

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Goal Analysis

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

The funds budgeted for these actions/services were fully expended and the actions/services were implemented as planned.

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

Successes: The number of counselor contacts was much greater than anticipated, and frequent counseling support was utilized by students. It was critical to have these counseling services continue through the school closure to support students while they were isolated at home. Individual appointments with parents and students were scheduled with educational staff at enrollment at TLC and GREC. The Alternative Education Principal established regular monthly parent advisory meetings that were increasing in attendance by parents prior to the closure. The Foster Focus trainings were established in the 2019/20 school year with 100% attendance by LEA representatives, providing information and resources to support foster youth at all school sites. The number of Site Administrator meetings increased to three during the 2019/20 school year, and the format of Site Administrator meetings was adjusted to incorporate LCAP Planning with Site Administrator topics. During the school closure, a "Student Contact Group" was established to have a TCSOS administrator contact each family regularly in addition to contacts from Teachers and Related Service Providers, to provide support for any needs identified by the families.

Challenges: Fewer LEA representatives attended the Site Administrator meetings, possibly because the LCAP planning process may be conducted primarily by Superintendents and CBOs, and possibly due to school sites having limited administrative coverage of both the superintendent and site administrator attend off-site meetings.

Public Hearing - Board meeting: 6/21/2021
Adoption - Board meeting: 6/24/2021

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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
Every student is assigned a Chromebook and assessed for internet connectivity. Students are provided hot spot devices and connectivity free of charge as needed	30,000	30,416.13	Yes
Every staff member is assigned a device and assessed for internet connectivity. Staff are provided hot spot devices and connectivity free of charge as needed.	58,760	103,774.19	Yes
Professional Development and collaborative planning opportunities provided for teachers and staff to develop effective strategies for student engagement and improve instructional techniques to mitigate student learning loss. (June 2020 and August 2020)	21,760	16,000	Yes
PPE for staff and students was provided including: face shields, drapes, gloves, N95, gowns, hand sanitizer, sanitizing disinfectant, masks - cloth and disposable, thermometers, pulse oximeters, and other equipment needed to operate per the TCSOS Back to School Plan	200,500	160,321.26	Yes
All teachers will continue to participate in and complete ongoing training on the FVLS, Unique Learning System and NGSS.	19,000	18,992.13	No
Teachers with special populations of students will receive ongoing extra training in the areas of differentiated instruction, English Language Development, and research based strategies to help with students engagement in hybrid and DL models.	10,350	16,412.61	Yes

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

All staff were provided with devices; the estimated actual expenditures to provide the additional technology to staff members to ensure they were effective in supporting distance learning was significantly higher than budgeted. Professional development was provided to TCSOS Instructional Staff and teachers county-wide on effective tools and strategies for student engagement, and on distance learning tools and strategies as some families opted to remain on distance learning after schools had reopened. The estimated actual expenditures were lower as some professional development was provided by our own TCSOS staff and there were no in-person training opportunities. PPE was provided in all classrooms and in the office building as planned. The estimated annual expenditures are lower than budgeted due to receiving a local grant and free PPE supplies provided by the state. Teachers of special populations received ongoing training in areas of differentiated instruction and research based strategies for student engagement in in-person, hybrid and distance learning models.

Analysis of In-Person Instructional Offerings

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

Successes: TCSOS became a 1:1 device program in the fall of 2020. Every student was issued a Chromebook or an iPad, depending on their program and needs. Hotspots were provided to students who indicated that they did not have internet access. Parents were able to pick up devices at the TCSOS main building, and for those who were not able to pick up in person, devices were delivered to their homes.   Every staff member was assigned a device to be able to provide support to students while working remotely. Hot spots were made available as possible, but the priority for hotspots was for student use. Staff were able to come in to the TCSOS building to access internet if necessary.

Professional Development was provided to teachers and staff, including those for special populations on in-person, hybrid, and distance learning strategies and learning platforms. Professional Development was provided throughout the 2020-21 school year on multiple platforms, programs, and engagement strategies. These include Nearpod, TCi for Social Studies, Cyber High, Health Education, Blended Online Training through CUE on topics such as Google Tools, Eduprotocols, Universal Design for Learning, and assessments. Teachers with special populations of students were provided monthly training on holding remote meetings collaboratively, planning for distance learning, and behavioral strategies to use in distance learning platforms to increase student engagement and retention. Training in Unique Learning Systems was provided on an individual basis for new teachers.

PPE for all staff and students was provided throughout the 2020/21 school year as per the TCSOS Back to School Plan. Staff members are able to request additional items via email and items are delivered to their classrooms. In addition, when students returned to school, plexiglass screens were provided to separate students from each other and seating arrangements were modified to provide at least six feet of space between students, and between students and staff. Tri-fold desktop screens were also provided for each student's individual work space.

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Challenges: The rollout of the 1:10 program was largely successful, however, several students were still not able to access the internet, even with a TCSOS provided hotspot, due to the physical location of their home.

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Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology Specialist will (1.0 FTE) provide additional support with device/wifi deployment and maintenance; training for staff; security and network support. (Hired September 2020)	75,216	61,421.87	Yes
Devices and hotspots will be issued to students to ensure 1:1 devices.	see page 2		Yes
Mental Health support for summer (on call) and during the school year (2 FTEs) is provided.	169,143	181,169.33	Yes
FY Coordinator who is also stationed at CWS (.4 FTE) will be utilized to support Foster Youth.	25,140	27, 472.30	Yes

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

The only substantive differences between the planned actions and expenditures from what was implemented and expended for the distance learning program were due to adjustments in personnel salaries and benefits.

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.

Successes:

The Technology Specialist was hired and began work in September, 2020.

Devices (Chromebooks or iPads) were issued to all students to ensure 1:1 devices in the fall of 2020. Hotspots were issued to all students who indicated a need for connectivity. Ensuring that each student had equitable access to devices was a success for providing distance learning. Each student was also assessed for their internet connectivity needs, and hotspots were made available to all families who indicated a need.

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Mental Health Support was provided through the summer of 2020 and the full school year for 2020/2021. The counselor serving Tuolumne Learning Center was able to increase individual student contacts to 244, and group contacts to 127, for a total of 371 student contacts during the 2020/21 school year. The TCSOS Mental Health clinician provided additional support and case management to students and families, through the SARB process and outreach.

The Foster Youth Coordinator has continued to provide support to Foster Youth during the 2020/2021 school year, through direct support to families, cooperation with partner agencies, and training for LEA Foster Youth Liaisons.

Challenges:

There were a small number of students who lived in areas so remote that even a hotspot would not provide adequate internet service. These families were contacted individually to direct them to other resources for internet access.

Making contact with students not attending school regularly was a challenge. The TLC/GREC Coordinator and SARB Director and Mental Health Clinician conducted home visits to reach these families.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Training and Implementation of Unique Learning Systems - Online Curriculum for County Served Special Education students	10,000	*	Yes
Administration of Pearson on-line assessments for related service providers	16,133	16,133	Yes
Administration of FLVS - online learning system for community, court and NEXus students including Let's Go Learn Assessments. Training will be provided to new staff.	8,062	12,689	Yes
Coordinator: Community Schools and JFRC (1.0 FTE) will lead trainings in trauma informed practices and support at-risk youth and their families	106,790	128,424.16	Yes

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

*There is no estimated expenditure listed for Training and Implementation of Unique Learning Systems; this expense is listed in the In-person learning section. The cost of the FLVS online learning system was higher than originally anticipated. The difference in budgeted funds for the Coordinator of the Community Schools and JFRC and estimated actual expenditures is based on salary calculation.

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.

Successes: Teachers in ILS classrooms utilized Unique Learning Systems throughout the school year for in person, hybrid and remote learning. New teachers were provided individual instruction and support on the use of Unique Learning Systems. Pearson Assessments were purchased to provide related service providers the ability to administer assessments remotely.

Florida Learning Virtual School licenses were purchased for high school students in NeXus, GREC and TLC to access curriculum in online, hybrid, and in-person learning environments.

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Let's Go Learn Licenses were purchased and staff received training in how to administer benchmark assessments upon students enrolling, mid-year, and prior to the end of the year. iXL assessments were utilized in NeXus program grades K-8 to measure student academic levels and progress. SANDI Assessments were utilized in ILS classrooms.

The Community School Coordinator provided training to TCSOS staff as well as district staff throughout the county in trauma informed practices during the 2020/21 school year. The coordinator also provided academic, behavior and social-emotional supports to at-risk students and families at the school site, through multiple home visits, and by participating in student study team meetings and MDTs.

Challenges: Administering assessments both for Individualized Education Plans (IEPs) and benchmark assessments during the spring and early fall of 2020 while students were distance learning. With CAASPP testing suspended in 19-20, there was a lack of statewide assessment data for students. Administering the CAASPP testing in the spring of 2021 was also a challenge with the instructional model and limited time of students in the classroom.

The effectiveness of addressing Pupil Learning Loss to date: Academic results are still being analyzed. Overall progress on IEP goals demonstrated that students met academic goals at a similar rate to previous school years.

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.

Supporting mental health and social-emotional well being was critical during the 2020-21 school year. Based on survey results from CHKS about the number of students who experienced chronic sadness or thoughts of suicide, interviews with students and feedback from staff and families, providing mental health and social emotional support to TCSOS students became a priority. This support for students occurred at many levels through TCSOS:

- Full time counselor assigned to support students at Tuolumne Learning Center (TLC)
- Full time mental health clinician to support students identified in the SARB process and at-risk referrals, including TLC students.
- Director of Differentiated Assistance and Grant Programs provided direct support to families with home visits, case management and connecting families with outside agencies and resources.
- TLC Coordinator provided direct support to students and families through home visits, parent meetings, and on-site support.
- Students in the SARB process were connected with multiple supports from outside agencies
- Training in trauma-informed practices was provided to TCSOS teachers by the TLC coordinator
- Professional development was made available to all LEAs in Tuolumne County, in which TCSOS staff participated. These professional development included Youth Mental Health First Aid and Wellness Workshops
- A Social -Emotional Learning workgroup was established for TCSOS employees to foster social emotional learning and support for students in all programs.
- A Community of Practice for Social Emotional Learning was established county-wide, with multiple TCSOS staff participating.
- Crisis response and suicide risk assessment practices were adjusted to serve students in distance learning models
- Teletherapy services were provided for students and families not able to access services at the school site.

Successes included: The number of individual and group counseling contacts was increased during the 2020-21 school year from the previous two years. Through the school closure and modified reopening in the fall, staff adjusted strategies for engagement to ensure contact with students whether they were in person, hybrid or distance learning or non-attenders. The establishment of the SEL workgroup and Community of Practice provided additional strategies for staff across all work classifications.

Challenges included: The number of students and families struggling with mental health needs, increased in part due to the isolation during the pandemic and disruption of school routines. An increase of the number of student referrals from TCSOS were made to SARB. Students experienced a lack of school connectedness in the fall and increased outreach efforts were necessary. Students who require established structures and routines struggled with the transitions between in-person and distance learning and additional behavior supports and strategies were required to be developed.

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.

Throughout the school closure in spring of 2020, a student contact group was established and families were contacted each week through multiple staff contacts, including an administrator that was assigned as a "case manager" for each family.

Parents were surveyed in June, 2020 and contacted by phone in July, 2020 to receive their input on distance learning, reopening plans, needs for devices and internet connectivity, and other needed supports, and this information was incorporated into the reopening plans. An additional survey was distributed to all families in February, 2021 to receive input on programs, communication and summer learning plans. Students were interviewed in February, 2021 and March, 2021 to receive input on instruction, internet and technology access, access to mental health services, and school climate. These results from parents and students were used to develop the LCAP for 2021-22.

Successes included: 86% of parents responded that they receive regular communication from TCSOS. 63% of parents responded that their child's teacher informs them at least 2-3 times per month to discuss their child's academic achievement. Program specialists and administrators were able to establish regular communication by the parent's preferred means of communication, by phone call, email, or text. A School Site council and Parent Advisory Committee met monthly via Zoom and all parents were invited to attend.

Challenges included: 28% of parents responded "never" when asked how often their child's teacher contacts them to discuss their child's academic progress. Parent attendance at the School Site Council and Parent Advisory committee meetings declined steadily throughout the school year.

Analysis of School Nutrition

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

Successes: In August, 2020, all parents of TCSOS students were made aware of the extension of the Summer Meal Program. Any parent that expressed interest in receiving meals was connected with the nearest school district and notified of the meal pick up schedule. Once students returned to schools in a hybrid model, they were able to pick up meals at their school sites for multiple days. When students were interviewed in February, 2021 and asked if they were aware of how to receive meals at the school site, 100% said yes. When asked if they knew how to receive meals while on distance learning, all but one student said yes. During the school day, nutritious meals are provided free of charge to all students twice per day.

Challenges: The difficulty of some working parents being able to pick up meals from a school site during the work day. With the coordination of TCSOS staff, arrangements were made for these parents to pick up meals from an alternate school site with a more convenient schedule.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	N/A	N/A	N/A	

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

N/A

Overall Analysis

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

The Mental Health and Social-Emotional well being of students was a priority to address throughout the 2020-21 school year, and will continue to be during the next three years. Providing 1:1 devices to students to support their academic progress while in the classroom and at home will continue to support equitable access to educational materials. Professional Development provided to staff on engagement strategies during distance learning will remain applicable now that students have returned to in-person learning.

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

Benchmark assessments will continue to be used throughout the school year to assess and measure student progress across all TCSOS programs. Additional training will be provided to instructional staff on interventions and strategies to implement when learning gaps are identified, and using data to drive instruction. Credit recovery options will continue to be offered and expanded. Assessing the current level of performance of each student and providing interventions to support academic growth will be a practice that benefits all students, especially those with unique needs.

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.

All actions or services identified as contributing towards meeting the increased or improved services requirement were implemented as planned.

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

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

The analysis and reflection on the 2019-20 LCAP and the 2020-21 LCP on student outcomes, including suspension rates, chronic absenteeism rates, access to counseling support, access to devices, and staff training have all informed the development of the 21-24 LCAP. The goals in the 2021-24 LCAP include: continuing student access to mental health support, staff training in PBIS and Trauma Informed Practices to create a positive school climate, improve student attendance and achievement, and goals that specifically address standards aligned curriculum, improving student engagement and increasing opportunities in Career Technical Education. We will continue to build on our efforts to improve parent communication and involvement.

Public Hearing - Board meeting: 6/21/2021
Adoption - Board meeting: 6/24/2021

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.

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- 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:

  o Continuity of Instruction,

  o 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.

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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	152,046.43	160,426.85
FY Services Fund	500.00	617.06
LCFF Base	18,452.67	11,638.03
LCFF Supp./Con	62,864.35	34,665.17
Lottery	10,000.00	799.99
Other	0.00	5,126.10
Title I	60,229.41	59,116.70
Tobacco-Use Prevention Education	0.00	48,463.80

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

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Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	152,046.43	160,426.85
1000-1999: Certificated Personnel Salaries	21,557.61	29,597.35
2000-2999: Classified Personnel Salaries	79,616.15	85,968.24
3000-3999: Employee Benefits	34,257.60	36,550.74
4000-4999: Books And Supplies	15,500.00	6,579.95
5000-5999: Services And Other Operating Expenditures	1,115.07	1,730.57

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

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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	152,046.43	160,426.85
1000-1999: Certificated Personnel Salaries	LCFF Base	3,566.25	3,724.40
1000-1999: Certificated Personnel Salaries	LCFF Supp./Con	17,991.36	25,872.95
2000-2999: Classified Personnel Salaries	LCFF Base	6,000.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Supp./Con	28,234.94	0.00
2000-2999: Classified Personnel Salaries	Other	0.00	3,910.30
2000-2999: Classified Personnel Salaries	Title I	45,381.21	45,091.60
2000-2999: Classified Personnel Salaries	Tobacco-Use Prevention Education	0.00	36,966.34
3000-3999: Employee Benefits	LCFF Base	2,771.35	1,020.16
3000-3999: Employee Benefits	LCFF Supp./Con	16,638.05	8,792.22
3000-3999: Employee Benefits	Other	0.00	1,215.80
3000-3999: Employee Benefits	Title I	14,848.20	14,025.10
3000-3999: Employee Benefits	Tobacco-Use Prevention Education	0.00	11,497.46
4000-4999: Books And Supplies	FY Services Fund	500.00	617.06
4000-4999: Books And Supplies	LCFF Base	5,000.00	5,162.90
4000-4999: Books And Supplies	Lottery	10,000.00	799.99
5000-5999: Services And Other Operating Expenditures	LCFF Base	1,115.07	1,730.57

* 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	107,167.50	112,706.60
Goal 2	29,378.93	41,140.30
Goal 3	14,700.00	5,277.13
Goal 4	800.00	1,302.82

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

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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	$340,370.00	$345,916.32
Distance Learning Program	$269,499.00	$242,618.20
Pupil Learning Loss	$140,985.00	$157,246.16
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$750,854.00	$745,780.68

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$19,000.00	$18,992.13
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$19,000.00	$18,992.13

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$321,370.00	$326,924.19
Distance Learning Program	$269,499.00	$242,618.20
Pupil Learning Loss	$140,985.00	$157,246.16
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$731,854.00	$726,788.55

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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
Tuolumne County Superintendent of Schools	Cathy A. Parker Superintendent	cparker@tcsos.us 209--536--2010

Plan Summary [2021-22]

General Information

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

The Tuolumne County Superintendent of Schools Office (TCSOS) offers instructional programs to almost 30 students currently in the County Community School through the Tuolumne Learning Center (TLC) and Independent Study, and an average of 12 students in the Court School, Gold Ridge Educational Center (GREC). The student population in these Alternative Education programs are a small percentage of the approximately 5,700 students attending public schools in Tuolumne County. There are eight K-8 districts, two high school districts, one K-12 unified district, and one in-county K-12 charter school which are not large enough to support expelled youth programs on their own campuses. These districts have elected to contract with TCSOS to provide those services through the Tuolumne Learning Center. Students are referred to the Tuolumne Learning Center through expulsion, the Student Attendance Review Board, Probation, or by "at-risk" referrals from districts of residence. The enrollment numbers fluctuate throughout the school year. During 2020-21, the average number of students enrolled at GREC was impacted by the limited capacity of the Mother Lode Regional Juvenile Detention Facility due to COVID-19 restrictions; however, the number of students served have increased since they reopened to full staffing in the Fall of 2020, and there have been as many as 17 students enrolled at one time.

The population demographics of the TCSOS Alternative Education programs are 84% of students are low income. At the time of CBEDS reporting in October, 2020, 75% of GREC students and 76.2% of TLC students were white, 16.7% of students at GREC and 9.5% at TLC

were American Indian or Alaska Native, and 8.3% of students at GREC and 14.3% at TLC were Hispanic or Latino. There were 4 Foster Youth enrolled at TLC and GREC combined, and 8 students were homeless. There are no students enrolled in TLC or GREC currently who are identified as English Learners or re-designated English Learners, although adopted ELA/ELD curriculum is utilized in both programs and all teachers have the proper authorizations to provide instruction to English Learners.

There is one full-time special education teacher that provides special education services to students in both TLC and GREC. This teacher provides case-management services and special education instructional services for special education students enrolled in GREC. For students attending TLC, case-management services are provided by the referring district per the Expelled Youth Plan Agreement and special education instructional services are provided by the TCSOS special education teacher. In the 2020/21 school year, 32% of students attending TLC are receiving special education services, and 66% of students attending GREC received special education services. In addition to the special education teacher, there is one full time high school teacher and one full time middle school/independent study teacher at TLC. There is one full time teacher at GREC, and one full time instructional assistant/transition specialist. In addition to the instructional staff, there is one full time coordinator that serves both TLC and GREC, one full time counselor at TLC, and one Director of Student Services.

A review of student performance data (Let's Go Learn) demonstrates that nearly all students enrolling in both TLC and GREC are performing below grade level in both English and Math. 80% of students enrolling in TLC and GREC are credit deficient. We have also identified a continued and significant need for social-emotional and counseling support for students. This LCAP and the annual update continue to place focus on metrics that have an impact on academic achievement such as attendance rates, chronic absenteeism, suspension, credit recovery, transition services, and standards-based instruction as well as mental health support and counseling for all students, including expelled youth and foster youth.

TCSOS has engaged in practices that have strengthened and expanded our Foster Youth services at the county level. We have developed a Foster Youth Council and hold quarterly training meetings for Foster/Homeless youth liaisons from each LEA in the county. The Foster Youth Services Coordinating Program and Homeless Youth Education Program provide support services to foster children and homeless youth who suffer the traumatic effects of displacement from family and schools and multiple placements in foster care or unstable housing. FYSCP has the ability to coordinate instruction, counseling, tutoring, mentoring, vocational training, emancipation services, training for independent living, and other related services. These services are designed to improve the children's educational performance and personal achievement, directly benefiting them. All LEAs, the Department of Social Services and Probation entered into agreements to gather and share data via the Foster Focus database. The Foster/Homeless Services Program also provides assistance to Tuolumne County School Districts to support school stability, and college and career readiness for foster and homeless students in our county. The countywide number of Foster Youth in 2020/21 is 107. The TLC Coordinator was able to provide training in trauma informed practices for TCSOS staff and at 50% of school sites in Tuolumne County in 2020/21.

The three-year Plan to Provide Services to Expelled Youth in Tuolumne County was updated for 2021-2024. The purpose of this plan is to: Enumerate existing educational alternatives for expelled students; Identify gaps in educational services to expelled students, and strategies for filling those service gaps; and Identify alternative placements for students who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plans. All LEAs in Tuolumne County have entered in to an agreement for this coordinated Plan to Provide Services to Expelled Youth.

Because the CAASPP was not administered during the 2019/20 school year, current statewide assessment results are not available. In years when the CAASPP assessments are administered, due to student mobility between CBEDS date in October and test administration in the spring, tracking outcomes of students on standardized assessments is challenging. Teachers have utilized Let's Go Learn benchmark assessments multiple times through the school year to assess student levels and measure progress, although with varying lengths of enrollment, some students may only be assessed one time, so it is difficult to measure progress. Standards-Aligned curriculum has been adopted and utilized in English Language Arts, mathematics, and health. Standards-aligned History/Social Science curriculum was piloted throughout the 2020-21 school year and a recommendation has been made for board adoption.   Florida Virtual School (FLVS) is used throughout both programs to provide a broad course of study. At the start of the 2020-21 school year, FLVS materials were approved for A-G credit for TCSOS Alternative Education programs, and 100% of TLC and GREC high school students are enrolled in A-G coursework. Due to the lack of secondary materials from publishers that are NGSS aligned, work continues in identifying appropriate science materials. For science courses, students were enrolled in FLVS or Cyber High online curriculum. During the 2020-21 school year, online courses were also piloted through Cyber High in Music Appreciation, Integrated Science, Economics, Health and English. No students were enrolled in Advanced Placement Courses or passed the EAP (Early Assessment Program). TCSOS is a 1:1 program with devices to ensure all students have access to technology and standards-aligned curriculum.

The graduation rate as reported on the Dashboard or Dataquest includes all TCSOS programs. For 2019/20, the five-year cohort graduation rate for TCSOS was 35.3%. Due to the small number of enrolled students, graduation rates are not regularly reported for TLC and GREC on the Dashboard. The number of students earning diplomas from TCSOS Alternative Education programs been. In 2017/18, TCSOS had 5 graduates; in 2018/19, over 10 graduates; in 2019/20, 6 graduates and in 2020/21, 8 graduates. In 19/20, there were no dropouts from TLC or GREC in middle school or high school. In the 2020/21 school year, there were no middle school or high school dropouts from TLC. 3 of 35 students who exited from GREC during the 20/21 school year did not earn a diploma or re-enroll in an education program. TCSOS Adult Education programs also offer GED preparation and coursework for adult students to earn diplomas, and students exiting TCSOS high school programs who are 18 years of age and have not yet earned a diploma are referred to Adult Education.

All TCSOS School Facilities are in "Good" repair as documented in the most recent Facility Inspection Tool from December, 2020. In 2019/20, the TLC Middle School program moved into a newly renovated classroom facility, referred to as "the Annex." In 2020/21, the high school TLC and Independent Study programs as well as Adult Education also relocated to the Annex, creating an education center.

TCSOS Alternative Education programs are also currently preparing for a WASC Accreditation review. The alternative education programs received WASC Accreditation in the 2017/18 school year. The schools accredited through WASC are: Tuolumne Learning Center, Gold Ridge Educational Center, the NeXus high school program, and the ILS high school program. The three-year revisit was scheduled for March, 2021 but was postponed until October, 2021 due to COVID-19. A WASC Planning team consisting of teachers, administrators and a counselor has been meeting monthly to prepare for the WASC review, and this planning team has conducted data analysis, needs assessments, and worked with stakeholder groups to revise the Schoolwide Learner Outcomes, reflect on critical areas of follow up from the previous review, and develop new goals. Focus Group meetings included additional staff and parents to address each focus area. The goals that are identified in the WASC Self Study will align with the goals in the Schoolwide Plan for Student Achievement (SPSA) and the goals in this LCAP.

The goals from the 2020/21 Schoolwide Plan for Student Achievement (SPSA):

Goal 1: Provide training and supports for all staff to address social-emotional needs of students and positive behavior reinforcements, and provide social-emotional supports to all students.
Goal 2: Provide training and materials for all staff to address academic needs of students and improve academic performance; improve progress of students towards graduation.

Reflections: Successes

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

TCSOS is proud to have reopened school programs to in-person learning early in the fall of 2020. With extensive feedback from staff and parents, a phased reopening plan was created as part of a detailed COVID safety plan. Students in GREC were assigned to one of two cohorts that met in person for instruction beginning in early September, 2020. Students at TLC started in-person learning in a cohort model in late September, 2020. To ensure equity and access for all students, whether they were in-person or chose distance learning options, TCSOS became a 1:1 program for technology and Chromebooks or iPads were provided to all students. Hotspots were also provided to families who indicated a lack of adequate internet service. All students have access to standards aligned curriculum in both in-person and distance learning instruction.

Dashboard Indicator performance colors are not displayed for student populations of fewer than 11 students, for data privacy reasons. Also, due to the suspension of the Dashboard in 2020, the description of success and progress will be based on a review of local data and one of the two indicators reported on the 2019 Dashboard.

One major area of success is the reduction of suspensions in the Tuolumne Learning Center program. For TLC, the 2019 Dashboard Indicator for Suspension was "Orange." A major focus was made on providing professional development to staff in Positive Behavior Intervention Support (PBIS), Tiers I and II, and implementing the practices of PBIS school-wide, as well as proactively utilizing alternative means to suspension. The suspension rate for TLC has declined significantly in the past three years:

TLC Suspension Rate:
- 2017/18: 28.6%
- 2018/19: 12.8%
- 2019/20: 2.5%
- 2020/21: TBD

Another indicator of success is the number of student contacts made by the counselor at TLC. The counseling position is full time, and the counselor continued to meet with students during the school closure in the spring of 2020 and was able to continue supporting students in the summer of 2020. The counselor meets with students individually, facilitates small group counseling sessions, and has established "Restorative Circles" to address student behaviors to develop communication and conflict resolution skills, leading to fewer behaviors that result in suspension.

TLC Counselor Contacts:
- 2018/19: 96 contacts
- 2019/20: 224 total contacts (147 individual; 77 group)
- 2020/21: 330 total contacts (205 individual; 125 group)

In the 2019/20 School year, there was a 0% dropout rate for middle school and high school students enrolled in TLC and GREC.

During the 2020/21 school year, a "Transition Specialist" position was created to support students at Gold Ridge Education Center to be successful after they exited from GREC and returned to their districts of residence, other educational programs, or sought employment. Also, an Executive Analyst position was created for the purpose of having a specialist in student records and data, to ensure accuracy in AERIES and CALPADS, resulting in more accurate data on student outcomes.

TCSOS Alternative Education Programs established an A-G list with the University of California. Florida Virtual School (FLVS) courses received A-G approval and 100% of students are enrolled in A-G approved coursework.

TCSOS has engaged in practices that have strengthened and expanded our Foster Youth services at the county level. The Foster Youth Coordinator continued to meet with Foster Youth Liaisons, providing training in Foster Focus and support for Foster Youth throughout the county. The TLC Coordinator provided training in trauma-informed practices to TCSOS Staff and six other LEAs in Tuolumne County in 2020/21.

Stakeholder input from all groups indicated that school facilities are safe, clean and well-maintained.

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.

A review of attendance rates and chronic absenteeism data from the 2019 Dashboard and local data from Aeries, the Student Information System, indicate there is still significant improvement needed in student attendance rates at the Tuolumne Learning Center. The challenges faced by students and families during the COVID-19 pandemic impacted attendance rates further during the 20/21 school year.

TLC Attendance Rate:
- 2017/18: 77.3%
- 2018/19: 89.6%
- 2019/20: 80.4%
- 2020/21: 68.5% (estimated)

The Chronic Absenteeism Rate (determined by the number of students who were absent 10% or more school days) for the past three years:

TLC Chronic Absenteeism Rate:
- 2017/18: 73.3%
- 2018/19: 41.9%
- 2019/20: 62.0%
- 2020/21: TBD

Due to the nature of the program, the attendance rate at GREC is between 99-100% and the chronic absenteeism rate is 0%.

The student enrollment at TLC and GREC make it difficult to track student academic progress based on CAASPP scores, as there are not enough students to receive aggregated score data. However, using the benchmark assessment data from "Let's Go Learn", students are performing below grade level in both English Language Arts and Mathematics. Students enrolled at TLC were assessed at an average of 3.5 years below grade level in English and 5.2 years below grade level in Math. Students enrolled at GREC were assessed at an average of 3.75 years below grade level in English and 5.4 years below grade level in Math. There is a need to consistently analyze results from benchmark assessments and implement academic interventions for students.

There is a need to provide opportunities for credit recovery, as 80% of the high school students enrolled at TLC and GREC in 2020/21 are deficient in credits required for a high school diploma.

There is a continued need to provide career technical education programs for students and career development skills for students in all programs. Stakeholder feedback from students, parents and staff placed an emphasis on this need.

Stakeholder feedback from parents also indicates a need to improve communication to parents regarding the academic progress of their children.

Although the number of counselor contacts has increased steadily in the last two years, continuing to provide robust social emotional and mental health support to all students remains an identified need.

LCAP Highlights

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

The 2021-22 TCSOS LCAP has six goals; four broad goals and two maintenance goals.

1. Broad goal: Provide social emotional support and timely interventions to all students in order to develop mental health, communication and conflict resolution skills, and strengthen student resiliency. (Priority 5, Pupil Engagement; Priority 6, School Climate)

2. Broad goal: Provide training to all staff in tiered interventions, including Positive Behavior Intervention Support, inclusion, and trauma-informed practices in order to create a positive school climate and improve student attendance and achievement. (Priority 5, Pupil engagement; Priority 6, School Climate)

3. Broad goal: Provide engaging, standards-aligned curriculum, instruction and access to technology; develop college and career readiness skills, and increase opportunities for students to enroll in CTE, A-G, dual enrollment and credit recovery courses in order to prepare students for success in college and/or careers. (Priority 1, Basic; Priority 2, State Standards; Priority 4, Pupil Achievement, Priority 7, Course Access; Priority 8, Pupil Outcomes)

4. Broad goal: Provide increased opportunities for parental involvement and regular communication between parents, staff, districts of residence and partner agencies, including probation, behavioral health, foster/homeless liaisons, social services, and the community college in order to support educational outcomes for all students. (Priority 3, Parent Involvement and Family Engagement; Priority 9, Coordination of Instruction of Expelled Youth, Priority 10, Coordination of Services for Foster Youth)

5. Maintenance goal: Continue to coordinate services for foster youth and homeless youth enrolled in TCSOS programs and all LEAs in Tuolumne County to minimize changes in school placement and ensure delivery of educational services, and provide training for all LEAs in Tuolumne County to support foster youth and homeless youth. (Priority 10)

6. Maintenance goal: Continue to coordinate the instruction of expelled pupils in Tuolumne County to prepare them to successfully transition back to their district of residence, other educational options, or graduation.

The LCAP continues to place focus on metrics that have an impact on academic achievement, such as mental health service availability, attendance and chronic absence rates, suspension rates, credit recovery rates, transition services between the alternative education programs and their home school, tracking and evaluation of the success of support services being provided, and success toward minimizing changes in school placement of foster youth.

Increasing opportunities for students to enroll in Career Technical Education, dual-enrollment, work experience education and develop career readiness skills is also addressed in this LCAP, as is increasing the frequency of benchmark assessments and using the data to improve academic achievement.

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.

No schools in TCSOS are eligible for comprehensive support and improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

TCSOS used multiple means to engage parents, students and staff in significant and purposeful ways to receive input that was used in the development of this LCAP. Input was received from teachers, coordinators, directors, administrators, other school personnel, local bargaining units, parents, family members, community partners, and students. Input was provided through online surveys, virtual meetings, and in-person meetings.

The draft LCAP goals were shared with the Parent Advisory Committee on May 6, 2021, TCSOS staff on May 6, 2021, and student groups on May 7, 2021. During the 2020/21 school year, there were no EL students, therefore an English Learner Parent Advisory Committee is not applicable.

- Surveys were distributed to parents in February, 2021. The link to the survey was shared several times, resulting in 43 completed surveys, representing 29% of TCSOS students enrolled preschool through grade 12.

- Surveys were distributed to staff in February, 2021. A virtual meeting was held, open to all TCSOS staff to receive further input on February 18, 2021. This meeting had attendees from Classified Staff, Certificated Staff, Coordinators, Related Service Providers and Administrators.

- Discussions were held with students to receive their feedback on February 4, 2021 and May 7, 2021.

- The California Healthy Kids Survey was administered to students, parents and staff in April, 2021.

- LCAP Parent Feedback meetings were held at noon and 6pm on February 24, 2021, and at 1pm and 5pm on March 24, 2021.

- The School Site Council and Parent Advisory groups met monthly through the 2020/21 school year. Meeting dates: October 13, 2020; November 10, 2020; December 8, 2020; January 12, 2021; February 9, 2021; March 9, 2021; April 13, 2021; May 6, 2021 and June 8, 2021.

- A Professional Learning Community (PLC) comprised of leadership from special education and education services departments and the Director of Differentiated Assistance and Grant Programs, met monthly to discuss issues related to student attendance, assessments, and student achievement, as well as best practices for accurate data management.

- The TCSOS Curriculum Committee, with teachers representing all TCSOS programs, coordinators and content specialists met monthly to review and discuss curriculum.

- A Superintendent's Council was formed in spring, 2020, with representatives from Certificated staff, Classified staff, and Related Service Providers. This group meets monthly with the county superintendent to have regular and open discussions about issues affecting TCSOS.

- Focus Groups for WASC met two times, once in February of 2021 and once in March of 2021. Focus group teams were comprised of parents, classified staff, teachers, counselors and administrators. Feedback from the Focus Groups was also helpful in developing LCAP goals.

- The Parent Advisory Council reviewed and gave input on a draft of the LCAP on June 8, 2021.

- A draft of the LCAP was shared with the County Board for their feedback in June, 2021. A public hearing was held on June 21, 2021 prior to adoption on June 24, 2021.

A summary of the feedback provided by specific stakeholder groups.

The feedback provided by specific stakeholder groups was reviewed and used to inform school programs, reopening plans, and long-term planning. Much of the feedback provided by all groups was centered on the continued reopening of school programs. Throughout the winter and spring, TCSOS has steadily increased the in-person instruction to the extent allowable under health and safety guidelines.

Other feedback provided is summarized below.
- Parents:

Areas of Strength:
- Facilities are clean, well maintained and safe
- Parents report that they receive regular communication from TCSOS
- Most parents believe that their child's emotional needs are being supported
- Parents report that staff are using positive methods to support student behavior

Areas for focus:
- Developing skills for the career and workplace and/or college.
- Meeting the unique learning needs of all children
- Making up for learning loss that occurred during the school closure
- Improving communication with parents about their child's academic achievement
- Improving communication with parents about how to support their child
- Students:

Areas of Strength:
- Facilities are clean, well-maintained and safe
- Most students feel welcomed at school and report positive interactions with staff
- All students report they have a trusted adult to go to if they need support
- Students report they have access to a counselor
- All students report they have access to technology and internet

Areas for focus:
- More career exploration and vocational activities
- Not all students report that their schoolwork is interesting
- Not all students report that they feel supported and welcomed at school
- Not all students report that their classes prepare them for success in college
- Some students report that they would like more activities: reading, sports, art and music
- Staff:

Areas of Strength:
- Facilities are clean, well-maintained and safe
- Staff report that they receive regular communication from TCSOS
- Staff positively report on the amount and type of professional development they receive
- Staff report that they feel they have created a climate of support and compassion in their classrooms
- Almost all staff report that they have the technology needed to support students

Areas for focus:
- Ensuring that staff know how to connect students with mental health support
- Staff report that social emotional issues, trauma and substance abuse are the most important factors that influence students
- Providing professional development in standards aligned curriculum
- Providing professional development in trauma informed practices
- Increasing the number of CTE course offerings and vocational training

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

Each of the first four goals in the LCAP reflects stakeholder input.

Specifically in goal one: Provide social emotional support and timely interventions to all students in order to develop mental health, communication and conflict resolution skills, and strengthen student resiliency.
In Goal 1, the actions based on stakeholder input regarding the need to support students with emotional issues, trauma and substance abuse include:
Mental Health Services - A 1.0 FTE Counselor

Specifically in goal two: Provide training to all staff in tiered interventions, including Positive Behavior Intervention Support, inclusion, and trauma-informed practices in order to create a positive school climate and improve student attendance and achievement.
In Goal 2, the actions based on stakeholder input regarding the need for additional training in trauma informed practices, and maintaining positive behavior interventions include:
Professional Development--Teachers, support staff, parents/guardians will receive training in Positive Behavior Intervention (PBIS) and Trauma Informed Practices including specific strategies specific to low income and foster youth.

Specifically in goal three: Provide engaging, standards-aligned curriculum, instruction and access to technology; develop college and career readiness skills, and increase opportunities for students to enroll in CTE, A-G, dual enrollment and credit recovery courses in order to prepare students for success in college and/or careers.
In Goal 3, the actions based on stakeholder input to increase opportunities for vocational and career development include:
Cost of books and materials for Dual enrollment students at the community college - students are eligible who are foster youth or income eligible if other resources are not available.

Specifically in goal four: Provide increased opportunities for parental involvement and regular communication between parents, staff, districts of residence and partner agencies, including probation, behavioral health, foster/homeless liaisons, social services, and the community college in order to support educational outcomes for all students.
In Goal 4, the actions based on stakeholder input from parents on improving communication about how to support their child and their child's academic progress include:
The Apptegy system will be implemented to communicate with parents/staff and families on a regular basis, publish trainings to social media accounts, etc.
Communication newsletter for parents and families across the county.
Facilitate meetings with families that cannot meet in person, large group meetings, record trainings.

Goals and Actions

Goal

Goal #	Description
1	Provide social emotional support and timely interventions to all students in order to develop mental health, communication and conflict resolution skills, and strengthen student resiliency. (Priority 5, Pupil Engagement; Priority 6, School Climate)

An explanation of why the LEA has developed this goal.

This goal was developed based on input from staff, students and parents. Feedback from staff clearly indicates that social emotional issues, trauma, and substance abuse are important factors that affect student achievement and well-being. CHKS results demonstrate that chronic sadness, feelings of hopelessness, consideration of suicide, drug and alcohol abuse and vaping are major concerns. Developing effective communicators is one of the schoolwide learner outcomes developed in the 2020-21 school year with input from students, parents and staff. Providing students with the tools to transition successfully back to their districts of residence or other educational placements is a goal for all students, including those who are expelled or probation placed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of counselor contacts with individual students	In 2020-21,205 individual contacts for TLC students				300 counselor contacts with individual students
Number of group counseling sessions	In 2020-21,125 group sessions for TLC students				150 group counseling sessions
% of staff members attending professional development for suicide prevention strategies	In 2020-21,100% of staff completed suicide prevention training; 50% of teachers attended additional professional development.				100% of staff working with TLC and GREC students will complete additional professional development on suicide prevention strategies.
Implementation of substance abuse and	In 2020-21, lessons on substance abuse and tobacco				Lessons on substance abuse and tobacco

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
tobacco prevention curriculum	prevention were implemented 5 times				prevention will be implemented 12 times
CHKS results on substance abuse	On 2020-21 CHKS, 36% of TCSOS students report vaping; 42% report current alcohol or drug use.				Fewer than 10% of students will report regularly vaping or current drug/alcohol use.
CHKS results on feelings of chronic sadness	On 2020-21 CHKS, 67% of TCSOS students report feelings of chronic sadness or hopelessness.				Fewer than 10% of students will report feelings of chronic sadness or hopelessness.
CHKS results on % of students considering attempting suicide	On 2020-21 CHKS, 67% of TCSOS students report considering attempting suicide				0% of students will report considering attempting suicide.
% of behavior incidents involving conflicts between students	In 2020-21, 10 incidents involving conflict between students				5 or fewer incidents involving conflicts between students

Actions

Action #	Title	Description	Total Funds	Contributing
1	Mental Health Services - A 1.0 FTE Counselor	Provide individual, group, and family therapy sessions. The therapist will work with staff to select professional development that increases psycho-pharmaceutical knowledge, SEL knowledge, and provides resources to staff. This position was created to primarily serve the students involved with the foster youth system and those without access to mental health services.	$128,831.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Provide training to all staff in tiered interventions (MTSS), including Positive Behavior Intervention Support, inclusion, and trauma-informed practices in order to create a positive school climate and improve student attendance and achievement. (Priority 5, Pupil engagement; Priority 6, School Climate)

An explanation of why the LEA has developed this goal.

Parents, students and staff report that TCSOS programs do have welcome and supportive environments and it is important to maintain this climate. Chronic absenteeism and student achievement continue to be areas for improvement. A decrease in suspensions and increase in attendance will allow students to participate in more social-emotional learning and increase academic achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	In 2019-20, TLC suspension rate 2.5%; GREC suspension rate 0%				TLC and GREC suspension rate will be 0%
Expulsion Rate	In 2020-21, 0% expulsion rate				TLC and GREC expulsion rate will continue to be 0%
Attendance Rate	In 2019-20, TLC attendance rate was 80.4%; GREC attendance rate was 99%				TLC attendance rate will be 90% or higher
Chronic Absenteeism Rate	In 2019-20, TLC Chronic Absenteeism rate was 62%. GREC rate was 0%.				Chronic Absenteeism Rate will be 10% or lower for TLC.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CHKS results on school climate	On 2020-21 CHKS, 61% reported there was an adult at school who cared about them.				100% of students will respond that there is an adult at school who cares for them.
Number of behavior incidents	In 2020-21, 50 student behavior incidents at TLC.				Fewer than 20 behavior incidents at TLC.
% of staff members attending PBIS training	In 2020-21, No staff members were able to attend PBIS training				100% of staff working with TLC and GREC students will have attended PBIS training.
% of staff members attending professional development for trauma informed practices	In 2020-21, 75% of staff members attended PD for trauma informed practices				100% of staff working with TLC and GREC students will attend PD for trauma informed practices
% of staff members attending professional development for inclusion practices, for example Universal Design for Learning.	In 2020-21, no staff members attended professional development in Universal Design for Learning.				100% of staff members will attend professional development in Universal Design for Learning.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development - Before school buy back days	Teachers, support staff, parents/guardians will receive training in Positive Behavior Intervention (PBIS) and Trauma Informed Practices including specific strategies specific to low income and foster youth. 5 teachers and 1 aide.	$6,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Professional Development - During School year	Substitute costs for release time for 5 certificated staff at 5 days each to revisit the training from the beginning of the year and gather data on implementation for Foster and Low Income Youth.	$5,000.00	Yes
3	Pupil Services Director - .2 FTE	The Director will coordinate the trainings and follow up events above with a focus on strategies and professional development pertaining to Foster Youth and students who are identified as low income.	$32,767.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Provide engaging, standards-aligned curriculum, instruction and access to technology; develop college and career readiness skills, and increase opportunities for students to enroll in CTE, A-G, dual enrollment and credit recovery courses in order to prepare students for success in college and/or careers. (Priority 1, Basic; Priority 2, State Standards; Priority 4, Pupil Achievement, Priority 7, Course Access, Priority 8; Pupil outcomes)

An explanation of why the LEA has developed this goal.

Stakeholder input indicates a strong desire for increased career and vocational opportunities for students. Providing a broad course of study includes expanding options available to students in our small programs through dual enrollment. The majority of students enrolled in the community day school and court school, including expelled and foster youth, are credit deficient and will benefit from credit recovery opportunities to graduate. Professional development and curriculum adoptions will provide teachers with current, standards-aligned curriculum and training. In the 2020/21 school year, TCSOS became a 1:1 district, providing devices to each student, allowing equitable access to instruction and materials.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Access to standards-aligned Instructional Materials, including devices	2020-21, 100% of students had access to standards-aligned instructional materials and devices.				100% of students will have access to standards-aligned instructional materials and devices.
% of students participating in credit recovery options	2020-21, 30% of students were enrolled in credit-recovery courses.				50% of students will be enrolled in credit-recovery courses.
% of students enrolled in CTE coursework	2020-21, 0% of students enrolled in CTE coursework				100% of students will be enrolled in CTE coursework
% of teachers attending professional	2020-21, 25% of teachers attended PD				100% of teachers will attend professional

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
development for adopted ELA, Math, History/Social Science and Health curriculum	in ELA, Math, H/SS or Health				development in state-adopted core curriculum and content.
% of teachers attended professional development on NGSS strategies	2020-21, 0% of teachers attended PD on NGSS Strategies				100% of teachers will attend professional development on NGSS strategies.
CAASPP scores	2018-19 CAASPP Scores: TLC ELA: 0% of students met or exceeded standards; 18% nearly met standards. TLC Math: Not enough students tested to report results GREC: Not enough students tested to report results				50% of TLC and GREC students will meet or nearly meet standards on ELA and Math CAASPP testing.
Transition Rate	In 2020-21, 94% of students graduated, re-enrolled in their district of residence or enrolled in other educational programs.				100% of students exiting TLC and GREC will graduate, re-enroll in their district of residence or enroll in an educational program.
% of students participating in Dual Enrollment Courses	In 2020-21, 0% of students participated in Dual Enrollment courses				25% of students will participate in dual enrollment courses.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students participating in Work Experience Courses	In 2020-21, 0% of students participated in Work Experience Education as measured by CALPADS				50% of students will participate in Work Experience Education as measured by CALPADS.
% of students "prepared" on College/Career Indicator for Dashboard for Alternative School Status (DASS).	2019 Dashboard, 0% of students met "prepared" on CCI.				50% of students will meet the "prepared" standard on College/Career Indicator
% of teachers fully credentialed in their subject area and for the students they are teaching	In 2020-21, all teachers at TLC and GREC were appropriately assigned, 75% were fully credentialed.				100% of teachers will be appropriately assigned and fully credentialed.
Number of benchmark assessments administered through school year.	In 2020-21, benchmark assessments in English Language Arts and Math were administered 1-3 times per student.				Benchmark assessments will be administered at least three times for each student.
Improvement demonstrated on benchmark assessments in English and Math.	In 2020-21, 86% of students demonstrated improvement in English as measured by the DORA Assessment, and 85% of students demonstrated				100% of Students will demonstrate improvement on benchmark assessments in English and Math.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	improvement in Math as measured by the ADAM Assessment.				
% of Special Education Students enrolled at GREC receiving support on career exploration and transition plans	100% of special education students at GREC receive support on career exploration and transition plans.				100% of special education students at GREC will receive support on career exploration and transition plans

Actions

Action #	Title	Description	Total Funds	Contributing
1	Implementation of History/SS Standards	Purchase of new History/SS Adoptions and the cost of new materials	$10,000.00	No
2	Teacher classroom budget	Additional budget for implementation of new materials for Social Studies and History - 5 teachers * $400 each	$2,000.00	No
3	Computer devices to access new curriculum	Replacement/Repair of devices to access new curriculum	$2,200.00	No
4	Books & supplies for dual enrollment	Cost of books and materials for Dual enrollment students at the community college - students are eligible who are foster youth or income eligible if other resources are not available.	$4,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Provide increased opportunities for parental involvement and regular communication between parents, staff, districts of residence and partner agencies, including probation, behavioral health, foster/homeless liaisons, social services, and the community college in order to support educational outcomes for all students. (Priority 3, Parent Involvement and Family Engagement; Priority 9, Coordination of Instruction of Expelled Youth, Priority 10, Coordination of Services for Foster Youth)

An explanation of why the LEA has developed this goal.

This goal was developed based on stakeholder feedback from parents, staff observations about factors leading to student success after exiting TCSOS programs, and the state priority for TCSOS to coordinate instruction of Expelled Pupils and Foster Youth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of parents responding that they receive regular communication from TCSOS	2020-21, 86% of parents responded they agree or strongly agree				100% of parents will respond that they agree or strongly agree.
% of parents responding that they receive regular communication from their child's teacher on academic progress	2020-21, 63% of parents responded they agree or strongly agree				100% of parents will respond that they agree or strongly agree.
Average number of parents attending Parent Advisory Committee meetings	2020-21, 1 parent attended PAC meetings on average				At least three parents will attend each PAC meeting
% of intake meetings with district	2020-21, 40% of intake meetings were				90% of intake meetings will be

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
representative in attendance	attended by district representatives.				attended by district representatives.
Attendance at Multi-Disciplinary Team Meetings	2020-21, 100% of weekly MDT meetings are attended by representatives from Probation and Behavioral Health.				100% of weekly MDT meetings will be attended by Probation and Behavioral Health.
% of students transitioning successfully to other educational programs after exiting GREC or TLC.	94% of students enrolled in a school program after exiting TLC or GREC.				100% of students will enroll in a school program after exiting TLC or GREC, or will have earned diplomas.
% of parents responding on the CSPS that the school encourages them to be an active partner in educating their child.	70% responded on the CSPS that the school encourages them to be an active partner in educating their child.				100% of parents will respond that the school encourages them to be an active partner in educating their child.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Communication Tool	The Apptegy system will be implemented to communicate with parents/staff and families on a regular basis, publish trainings to social media accounts, etc.	$5,500.00	No
2	Constant Contact	Communication newsletter for parents and families across the county.	$1,000.00	No
3	Zoom License	Facilitate meetings with families that cannot meet in person, large group meetings, record trainings.	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
4	Website development	.1 FTE of the Director of Innovation's time for website development and communication outreach.	$18,137.00	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	Continue to coordinate services for foster youth and homeless youth enrolled in TCSOS programs and all LEAs in Tuolumne County to minimize changes in school placement and ensure delivery of educational services, and provide training for all LEAs in Tuolumne County to support foster youth and homeless youth. (Priority 10)

An explanation of why the LEA has developed this goal.

Coordinating services for Foster Youth is a state priority for county offices of education. Managed by TCSOS, the Foster Youth Services Coordinating Program (FYSCP) and Homeless Youth Education Program (HYEP) provide support services to foster children and homeless youth who suffer the traumatic effects of displacement from family and schools and multiple placements in foster care or unstable housing. Providing support to ensure continuous educational services for Foster Youth is key to the mission of TCSOS, ensuring access and equity for all children. In 2020-21, there were 107 Foster Youth and 261 Homeless Youth in Tuolumne County.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The percentage of Educational Records for youth in foster care that are provided to Child Welfare Services (CWS) and Juvenile Court	In 2020-21, 100% of educational records for foster youth were provided to Child Welfare Services and Juvenile Court				100% of educational records for foster youth will be provided to Child Welfare Services and Juvenile Court.
% of LEA liaisons attending quarterly meetings for Foster Youth	In 2020-21, an average of 75% of LEA representatives attended quarterly student services meetings				100% of LEAs will have representatives attend quarterly student services meetings
% of LEA liaisons attending quarterly	In 2020-21, an average of 75% of				100% of LEAs will have representatives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
meetings for Homeless Youth	LEA representatives attended quarterly student services meetings				attend quarterly student services meetings
Graduation rate of Foster Youth in Tuolumne County	In 2020-21, 100% of Foster Youth graduated from high school (with diploma, GED, or CHSPE)				100% of Foster Youth in 12th grade will graduate from high school
Number of school placement changes for youth in foster care.	In 2020-21, 30.8% of Foster Youth experienced school placement changes.				Fewer than 25% of Foster Youth will experience school placement changes.
Number of Foster Youth who are chronically absent (absent more than 10% of school days)	In 2020-21, 1.8% of Foster Youth were chronically absent				0% of Foster Youth will be chronically absent
Overall attendance rate for Foster Youth in Tuolumne County	In 2020-21, the overall attendance rate of Foster Youth in Tuolumne County was 87%				The overall attendance rate of Foster Youth in Tuolumne County will be 95% or higher
Number of Foster Youth in Tuolumne County suspended one or more times.	In 2020-21, 1.8% of Foster Youth in Tuolumne County were suspended.				Fewer than 1% Foster Youth in Tuolumne County will be suspended
Overall attendance rate of homeless youth in Tuolumne County	In 2020-21, the attendance rate of homeless youth in Tuolumne County was 71.8%				The overall attendance rate of homeless youth in Tuolumne County will be 85% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation rate of Homeless Youth in Tuolumne County.	In 2020-21, 100% of homeless youth graduated from high school (with diploma, GED, or CHSPE)				100% of 12th graders who are homeless will graduate from high school with a diploma, GED or CHSPE.
Number of LEAs in Tuolumne County accurately reporting data on homeless youth.	In 2020-21, this is a new metric and baseline data is not yet established.				100% of LEAs will accurately report data on homeless youth.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Meeting Supplies for Foster Youth families	Expenses include costs for meeting supplies and resources for Foster Families	$5,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
6	Continue to coordinate the instruction of expelled pupils in Tuolumne County to prepare the students to successfully transition back to their district of residence, other educational options, or graduation. (Priority 9; Coordination of Instruction of Expelled Pupils)

An explanation of why the LEA has developed this goal.

Coordinating the instruction of expelled pupils is a state priority for County Offices of Education. There are eight K-8 districts, two high school districts, one K-12 unified district, and one in-county K-12 charter school which are not large enough to support expelled youth programs on their own campuses. These districts have elected to contract with TCSOS to provide those services through the Tuolumne Learning Center. As part of this coordination, TCSOS has led efforts to provide information to LEAs on alternatives to suspension and coordinate countywide training on Positive Behavior Interventions and Support (PBIS).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of expelled students successfully meeting requirements of rehabilitation plans	14% of expelled youth successfully met the requirements of their rehabilitation plans.				75% of expelled students will meet requirements of rehabilitation plans
% of expelled students who are credit deficient participating in credit recovery.	80% of expelled youth who are credit deficient are participating in credit recovery.				100% of expelled students who are credit deficient will participate in credit recovery.
% of expelled youth attending Tuolumne Learning Center receiving counseling services.	100% of expelled youth attending TLC receive counseling services.				100% of expelled youth attending Tuolumne Learning Center will receive counseling services.
% of intake meetings for expelled youth	44% of intake meetings for expelled				100% of intake meetings for expelled

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
attended by LEA representative.	youth have an LEA representative in attendance.				youth will be attended by an LEA representative.
Attendance rate of expelled youth attending Tuolumne Learning Center.	Attendance rate of expelled youth at TLC is approximately 49%.				Expelled youth attending TLC will have an attendance rate of 85%
% of LEAs participating in PBIS training	In 19/20, 66% of LEAs participated in PBIS training. In 2020/21, PBIS training was not offered.				100% of LEAs will participate in Tier I, Tier II or Tier III of PBIS training
% of LEAs participating in training or informational sessions on alternatives to suspension	In 20/21, 0% of LEAs attended training or informational meetings on alternatives to suspension.				100% of LEAs will participate in training or attend informational sessions on alternatives to suspension.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Meeting Supplies	Costs for meeting supplies with parents and probation staff	$2,000.00	No
2	Positive Behavior Support (PBIS) training	Contract with Stanislaus County Office of Education for PBIS training	$7,000.00	No
3	Coordinator - Alternative Education Center	Salary and benefits to support expelled youth in their transition to and from the school sites and provides trauma informed training for Foster Youth and Low Income students.	$58,347.00	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
3.04%	83,434

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.

This LCAP describes goals and specific actions for our students who are funded through the county office of education Local Control Funding Formula (LCFF) as identified in Education Code (Pupils attending community school who are on probation or mandatorily expelled or attending court school) for each of the eight priorities. In addition, we have developed goals and actions/services around Priorities 9 and 10 which are required to be addressed in County Office of Education LCAPs and serve county-wide needs for students who are the most vulnerable and at-risk. The following goals and actions are contributing towards the needs of Foster Youth and Low-Income students in this LCAP. In the 2020/21 school year, no English Learners were enrolled in Tuolumne Learning Center or Gold Ridge Educational Center.

Goal 1, Provide social emotional support and timely interventions to all students in order to develop mental health, communication and conflict resolution skills, and strengthen student resiliency. (Priority 5, Pupil Engagement; Priority 6, School Climate)

Action 1: Provide a full time mental health counselor. This is a school-wide action for Tuolumne Learning Center (TLC).The mental health counselor will provide individual, group, and family therapy sessions. The therapist will work with staff to select professional development that increases psycho-pharmaceutical knowledge, SEL knowledge, and provides resources to staff. This position was created to primarily serve the students involved with the foster youth system and those without access to mental health services. Note: this action is continued from the 2017-20 LCAP. The action was effective in contributing toward reduced suspensions and an improvement in chronic absenteeism.

Goal 2, Provide training to all staff in tiered interventions (MTSS), including Positive Behavior Intervention Support, inclusion, and trauma-informed practices in order to create a positive school climate and improve student attendance and achievement. (Priority 5, Pupil engagement; Priority 6, School Climate)

Action 1: Professional Development during buy-back days. This is an LEA-wide action. Teachers, support staff, parents/guardians will receive training in Positive Behavior Intervention (PBIS) and Trauma Informed Practices including specific strategies specific to low income and foster youth to support consistent and effective behavior strategies and support students who have been highly impacted by traumatic experiences.

Action 2: Professional Development during school days: This is an LEA-wide action. Substitute costs for release time for 5 certificated staff at 5 days each to revisit the training from the beginning of the year and gather data on implementation for Foster and Low Income Youth. Data demonstrates that Foster Youth and Low Income Youth perform below grade level on statewide assessments; implementing strategies to analyze performance data will allow for targeted interventions and monitoring to increase effectiveness of academic supports.

Action 3: Pupil Services Director (.2FTE): This is an LEA-wide action. The Director will coordinate the trainings and follow up events above with a focus on strategies and professional development pertaining to Foster Youth and students who are identified as low income.

Goal 3, Provide engaging, standards-aligned curriculum, instruction and access to technology; develop college and career readiness skills, and increase opportunities for students to enroll in CTE, A-G, dual enrollment and credit recovery courses in order to prepare students for success in college and/or careers. (Priority 1, Basic; Priority 2, State Standards; Priority 4, Pupil Achievement, Priority 7, Course Access, Priority 8; Pupil outcomes)

Action 4: Cost of books and materials for Dual enrollment students at the community college. This is an LEA-wide action. Students are eligible who are foster youth or income eligible if other resources are not available.

Goal 5, Continue to coordinate services for foster youth and homeless youth enrolled in TCSOS programs and all LEAs in Tuolumne County to minimize changes in school placement and ensure delivery of educational services, and provide training for all LEAs in Tuolumne County to support foster youth and homeless youth. (Priority 10)

Action 1: Meeting Supplies for Foster Youth families. This is an LEA-wide action. This will assist in coordination of services, support, and communication with families of Foster Youth. Increasing parent involvement will improve understanding of the educational program, improve parent feedback to assist with decision making and lead to increase attendance, academic performance and engagement of students.

Goal 6, Continue to coordinate the instruction of expelled pupils in Tuolumne County to prepare the students to successfully transition back to their district of residence, other educational options, or graduation. (Priority 9; Coordination of Instruction of Expelled Pupils)

Action 3: Coordinator for Alternative Education Center. This is an LEA-wide action. Salary and benefits to support expelled youth in their transition to and from the school sites and provides trauma informed training for Foster Youth and Low Income 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 2021-22 LCAP describes actions and services that are above and beyond the base program which surpasses the increased apportionment. These targeted approaches are designed to increase or improve services for Foster Youth and low income students, and are principally directed toward and effective in meeting our goals for unduplicated students. In the 2020/21 school year, no English Learners were enrolled in Tuolumne Learning Center or Gold Ridge Educational Center, so the actions and services described are targeted towards Foster Youth and Low Income students. 84% of the student population in TLC and GREC are low income. In May, 2019, 8.7% of the enrollment at TLC and GREC were Foster Youth.

The increased apportioned amount for 2021/22 is $83,434 and the actions and services to support unduplicated students has exceeded this required amount; the amount of actions and services in this LCAP contributing to increased and improved services for unduplicated pupils is $111,114.

Students who are English Learners, Foster Youth and socioeconomically disadvantaged are more likely to have interrupted educations, been highly impacted by traumatic experiences, and in need of additional support to access grade-level instruction. While the student populations of TLC and GREC are too small to generate results on the Dashboard, the 2019 Dashboard Indicators for TCSOS students overall place socio-economically disadvantaged students in the "red" for both chronic absenteeism and suspension. Statewide results from 2018-19 demonstrate that socio-economically disadvantaged students score 12% lower than all students in both English Language Arts and Math on statewide assessments, and Foster Youth Scored 25% below all students in both English Language Arts and Math on statewide assessments.

The actions and services included in this LCAP will provide mental health support, professional development in positive behavior interventions and trauma-informed practices, professional development for academic supports and interventions, coordination of services for foster youth, support for increased opportunities in college courses, improved communication with parents, and support for students transitioning between school placements. These actions are intended to have a positive impact on student outcomes in academic achievement, attendance, engagement and increased college and career readiness skills.

Public Hearing - Board meeting: 6/21/2021
Adoption - Board meeting: 6/24/2021

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$151,951.00	$76,313.00		$69,518.00	$297,782.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$249,082.00	$48,700.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Foster Youth Low Income	Mental Health Services - A 1.0 FTE Counselor		$59,313.00		$69,518.00	$128,831.00
2	1	Foster Youth Low Income	Professional Development - Before school buy back days	$6,000.00				$6,000.00
2	2	Foster Youth Low Income	Professional Development - During School year	$5,000.00				$5,000.00
2	3	Foster Youth Low Income	Pupil Services Director - .2 FTE	$32,767.00				$32,767.00
3	1	All	Implementation of History/SS Standards		$10,000.00			$10,000.00
3	2	All	Teacher classroom budget	$2,000.00				$2,000.00
3	3	All	Computer devices to access new curriculum	$2,200.00				$2,200.00
3	4	Foster Youth Low Income	Books & supplies for dual enrollment	$4,000.00				$4,000.00
4	1	All	Parent Communication Tool	$5,500.00				$5,500.00
4	2	All	Constant Contact	$1,000.00				$1,000.00
4	3	All	Zoom License	$10,000.00				$10,000.00
4	4	All	Website development	$18,137.00				$18,137.00
5	1	Foster Youth	Meeting Supplies for Foster Youth families	$5,000.00				$5,000.00
6	1	All	Meeting Supplies	$2,000.00				$2,000.00
6	2	All	Positive Behavior Support (PBIS) training		$7,000.00			$7,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
6	**3**	Foster Youth Low Income	Coordinator - Alternative Education Center	$58,347.00				$58,347.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$111,114.00	$239,945.00
LEA-wide Total:	$111,114.00	$111,114.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$128,831.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**1**	Mental Health Services - A 1.0 FTE Counselor	Schoolwide	Foster Youth Low Income	Specific Schools: Tuolumne Learning Center - Community School		$128,831.00
2	**1**	Professional Development - Before school buy back days	LEA-wide	Foster Youth Low Income	All Schools	$6,000.00	$6,000.00
2	**2**	Professional Development - During School year	LEA-wide	Foster Youth Low Income	All Schools	$5,000.00	$5,000.00
2	**3**	Pupil Services Director - .2 FTE	LEA-wide	Foster Youth Low Income	All Schools	$32,767.00	$32,767.00
3	**4**	Books & supplies for dual enrollment	LEA-wide	Foster Youth Low Income	All Schools	$4,000.00	$4,000.00
5	**1**	Meeting Supplies for Foster Youth families	LEA-wide	Foster Youth		$5,000.00	$5,000.00
6	**3**	Coordinator - Alternative Education Center	LEA-wide	Foster Youth Low Income		$58,347.00	$58,347.00

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.