2023–24 Local Control and Accountability Plan Annual Update

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

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Goals and Actions

Goal

Goal #	Description
1	Engage all students in a robust educational program that provides academic support with the resources, relationships, and relevance they need in order to succeed in their secondary school careers and beyond by: • Providing sufficient resources to ensure individualized support for all students. • Engaging students in a robust course of study that allows them to attain the necessary skills to matriculate to a post-secondary career or college. • Supporting college and career exploration to connect students with a vision of their future selves.

Measuring and Reporting Results

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

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

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	content and ELD supports. (Master Schedule Audit 2021)	content and ELD supports. (SARC - Quality, Currency, Availability of Textbooks and Other Instructional Materials - January 2022)	content and ELD supports. (SARC - Quality, Currency, Availability of Textbooks and Other Instructional Materials - January 2023)	content and ELD supports.	content and ELD supports.
Priority 4: Pupil Achievement Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board of education (SBE)	In 2018-19, 0% of the students at Cesar Chavez Community School met or exceeded state standards in ELA or math according to the CAASP test results. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year. Local Assessments in the form of Renaissance testing, through STAR Enterprise Testing, were administered in lieu of the CAASPP. For the Reading STAR testing done in	CAASPP and ELPAC testing are scheduled for May 2022. The final STAR renaissance testing portion will be administered in mid-May 2022. No data is currently available. (CDE - California Assessment Timeline and Site Administration)	2021-22 CAASPP Testing results for Cesar Chavez Community School and Dan Jacobs for ELA, Mathematics and Science: In order to protect student privacy, data is suppressed because 10 or fewer students tested. 2021-22 ELPAC Testing results for Cesar Chavez Community School and Dan Jacobs: In order to protect student privacy, data is suppressed	CAASPP Testing results for Cesar Chavez Community School and Dan Jacobs for ELA, Mathematics and Science: In order to protect student privacy, data is suppressed because 10 or fewer students tested. The percentage of Court and Community School students who score at or above grade level on the STAR Renaissance Testing in ELA and Math is 0% because the test was not given	100% of students will demonstrate growth on assessments as measured by the Star Renaissance Test. 95% of all eligible students will take the CAASPP and ELPAC Tests.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Renaissance Star Testing Results)		
Priority 4: Pupil Achievement The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University	0% of students have completed a UC A-G sequence of courses. 100% of students have access to UC A-G approved coursework through Edgenuity. (Aeries, April 2021)	0% of students have completed a UC A-G sequence of courses. 100% of students have access to UC A-G approved coursework through Edgenuity. (AERIES, April 2022)	0% of students have completed a UC A-G sequence of courses. 100% of students have access to UC A-G approved coursework through Edgenuity. (Edgenuity Course Reports, April 2023)	0% of students have completed a UC A-G sequence of courses. 100% of students have access to UC A-G approved coursework through Edgenuity.	0% of students have completed a UC A-G sequence of courses. 100% of students have access to UC A-G approved coursework.
Priority 4: Pupil Achievement The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks	14% of students have completed courses that satisfy the requirements for career technical education sequences or programs of study. (Current enrollment and academic progress of students in the YCCP program)	30% of students have completed courses that satisfy the requirements for career technical education sequences or programs of study. (Current enrollment and academic progress of students in the YCCP Program - Per Local Collection by Administration 2022)	76.47% of students have completed courses that satisfy the requirements for career technical education sequences or programs of study. (Current enrollment and academic progress of students in the Yolo County Career Program - Site Administration 2023)	76.47% of students have completed courses that satisfy the requirements for career technical education sequences or programs of study.	50% of students have completed courses that satisfy the requirements for career technical education sequences or programs of study.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: Pupil Achievement The percentage of pupils who have successfully completed both (1) courses that satisfy the requirements for entrance to the University of California and the California State University, and (2) courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks	0% of students have completed (1) courses that satisfy the requirements for entrance to the University of California and the California State University, and (2) courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks. (Aeries, April 2021)	0% of students have completed (1) courses that satisfy the requirements for entrance to the University of California and the California State University, and (2) courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks. (AERIES, April 2022)	0% of students have completed (1) courses that satisfy the requirements for entrance to the University of California and the California State University, and (2) courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks. (Edgenuity Course Reports and AERIES, April 2023)	0% of students have completed (1) courses that satisfy the requirements for entrance to the University of California and the California State University, and (2) courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks.	0% of students have completed (1) courses that satisfy the requirements for entrance to the University of California and the California State University, and (2) courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks.
Priority 4: Pupil Achievement The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency	Baseline will be established with the December 2021 California School Dashboard release.	ELPAC testing is to be administered in mid-May 2022. No data is currently available. (CDE - California Assessment Timeline and Site Administration)	2021-22 ELPAC Testing results for Cesar Chavez Community School and Dan Jacobs: In order to protect student privacy, data is suppressed	ELPAC Testing results for Cesar Chavez Community School and Dan Jacobs: In order to protect student privacy, data is suppressed because 10 or fewer students tested.	100% of English Learners show progress toward English proficiency as measured by the English Language Proficiency Assessments for California.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Assessments for California			because 10 or fewer students tested. (ELPAC Testing Results - April 2023)	The percentage of Court and Community School students who score at or above grade level on the STAR Renaissance Testing in ELA is 0% because the test was not given during the 2023-2024 school year.	
Priority 4: Pupil Achievement The English learner reclassification rate	At Cesar Chavez Community School, and at Dan Jacobs School, no students were redesignated as FEP in the 2019-20 school year. (Dataquest 2019-20)	0% of the students in Cesar Chavez Community School were reclassified in the 2020-21 School year. Reclassification for the 2021-2022 school year will be determined once the ELPAC has been administered and reviewed by staff. (Ed-Data, 2020-2021 and Site Administration)	0% of the students in Cesar Chavez Community School and Dan Jacobs were reclassified in 2021-22 school year. (Ed-Data, 2021-22 and Site Administration)		10% of English Learners will be redesignated each year.
Priority 4: Pupil Achievement The percentage of pupils who have	0% of students have passed an advanced placement exam with	0% of students have passed an advanced placement exam with	0% of students have passed an advanced placement exam with	0% of students have passed an advanced placement exam with	0% of students have passed an advanced placement exam with

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
passed an advanced placement examination with a score of 3 or higher	a score of "3" or higher. (Aeries, April 2021)	a score of "3" or higher. (Aeries, April 2022)	a score of "3" or higher. (AERIES, April 2023)	a score of "3" or higher.	a score of "3" or higher.
Priority 4: Pupil Achievement The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness	In the 2019-20 school year, 0% were prepared, 7.1% were approaching prepared, and 92.9% were not prepared for college and/or career. There were no data for Dan Jacobs School. (California School Dashboard, 2020)	In the 2020-2021 school year, Due to the COVID-19 pandemic, California received a waiver from the U.S. Department of Education from the requirement to report measures of student progress. The State of California subsequently removed similar state requirements with the passage of Assembly Bill 130. As a result, there will be no state indicators published on the 2021 California School Dashboard (Dashboard), including the College/Career Indicator (CCI). (California School Dashboard, 2021)	For the 2021-22 school year, the College/Career Indicator (CCI) data will not be available. The College/Career Indicator 9CCI) will resume in 2023. (California School DASHBOARD, 2022 Toolkit)	0% of students are prepared as reported on the Dashboard. In order to protect student privacy, data is suppressed because 10 or fewer students tested. The percentage of Court and Community School students who score at or above grade level on the STAR Renaissance Testing in ELA is 0% because the test was not given during the 2023-2024 school year.	25% are prepared and 50% are approaching prepared for college and/or career.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
developed and provided to low-income, English learners and foster youth pupils.	learners and foster youth pupils.	learners and foster youth pupils. (SARC - Student Enrollment by Student Group, January 2022)	learners and foster youth pupils. (SARC - Student Enrollment by Student Group, January 2023)	income, English learners, and foster youth pupils.	learners and foster youth pupils.
Priority 7: Course Access Programs and services developed and provided to students with disabilities	100% of programs and services are provided to students with disabilities	100% of programs and services are provided to students with disabilities (SARC - Student Enrollment by Student Group, January 2022)	100% of programs and services are provided to students with disabilities. (SARC - Student Enrollment by Student Group, January 2023)	100% of programs and services are provided to students with disabilities.	100% of programs and services are provided to students with disabilities
Priority 8: Pupil Outcomes Addresses pupil outcomes, if available, for the adopted course of study for grades 1 to 6 and/or the adopted course of study for grades 7 to 12	Quarterly Credit Attainment: 45% of students earned 6 or more credits in Quarter 1. 37% of students earned 6 or more credits in Quarter 2. 47% of students earned 6 or more credits in Quarter 3. (Aeries April 2021)	Quarterly Credit Attainment: 40% of students earned 6 or more credits in Quarter 1. 40% of students earned 6 or more credits in Quarter 2. 50% of students earned 6 or more credits in Quarter 3. (AERIES, April 2022)	Quarterly Credit Attainment: 39% of students earned 6 or more credits in Q1. 40% of students earned 6 or more credits in Q2. 37% of students earned 6 or more credits in Q3. (AERIES, April 2023)	100% of students in our Cesar Chavez Community School and Dan Jacobs School programs have access to a broad course of study, including instructional materials in the areas of Language Arts, Math, History/Social Sciences, and Science. Traditional course offerings are supplemented by Edgenuity, ensuring that 100% of students have access to similar	75% of students will earn 6 or more credits per quarter

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

Goal Analysis

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Develop and implement a multi-tiered system of support in collaboration with partner agencies and families that improves student social-emotional health and overall well-being. The strategies implemented as a part of this system of support will be rooted in: • Student Agency and Empowerment • Family and Community Engagement • Restorative Practices

Measuring and Reporting Results

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

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

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Overall, 40% of parents participated in quarterly family engagement events. (Site Administration Data - 2023)		
Priority 3: Parental Involvement and Family Engagement How the school district will promote parental participation in programs for students with disabilities	100% of parents of students with disabilities receive promotional materials. (Local Data, 2020-2021)	100% of parents of students with disabilities receive promotional materials. (Local Data - April 2022)	100% of parents of students with disabilities receive promotional materials. (Site Administration Data - 2023)	100% of parents of students with disabilities receive promotional materials.	Maintain 100% of parents of students with disabilities will receive promotional materials.

Goal Analysis

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

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

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

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

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

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

Great progress was made in priority 3 attendance in that the overall rate has improved by 6% compared to last year, however this improvement still fell short of the desired outcome of 85%. Another area that needs much more improvement is in the graduation rate which declined by 19% according to the dashboard, however there was a major increase in current year graduates compared to last year, which should improve this percentage for the next dashboard.   In addition chronic absenteeism is still far above the desired outcome. Moreover progress was made priority 4 school climate regarding suspension rates as it declined on the dashboard by 7.9% however at 18.1% is still well above the 5% desired outcome. In addition, parent engagement was very high and the Open House was observed by staff to be the most attended in school history.
Goal 2 Actions 1, 2, 3, 4, 5, 6, 7,and 8 were effectively implemented as evidenced by the data above in this prompt. Other key data points are less than 10 % dropout rate. Moreover student survey data indicated 93 % students responded favorably when asked if adults on campus cared for them. In addition, 88% of students responded favorably when asked if students of different backgrounds and cultures treat each other with respect. Also, 93% of students responded favorably when asked if the school cares about what they think and have to say.

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

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

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 9: Coordination of Instruction of Expelled Pupils Coordination of Instruction of Expelled Youth	100% of districts have adopted and are implementing the Expelled Youth Plan. (Local Data, 2020-2021)	100% of districts have adopted and are implementing the Expelled Youth Plan. (Local Data, June 2021- June 2024)	100% of districts have adopted and are implementing the Expelled Youth Plan. (Local Data, June 2021- June 2024)	100% of districts have adopted and are implementing the Expelled Youth Plan.	100% of districts have adopted and are implementing the Expelled Youth Plan.
Priority 10. Coordination of Services for Foster Youth Working with the county child welfare agency to minimize changes in school placement	Establishment of data survey and collection tool to identify and stabilize changes in school placement will take place in the 2021-2022 school year. (Local Data)	Currently, we are using Foster Focus as a data collection tool to monitor and notify of school changes for foster youth. A new report released by CDE this year has shifted our monitoring tool over to the state-released data. This report is called the "Stability Report." Foster Youth in Yolo County experienced a non-stability rate of	Currently, we are using Foster Focus as a data collection tool to monitor and notify of school changes for foster youth. Weekly meetings with Child Welfare to discuss and contribute to placement decisions. The 2021-22 Stability Rate for Foster Youth was 50.7% compared to 88.9% for all students in the county and 89.8% for all	Currently, we are using Foster Focus as a data collection tool to monitor and notify of school changes for foster youth. Weekly meetings with Child Welfare to discuss and contribute to placement decisions. The 2021-22 Stability Rate for Foster Youth was 50.7% compared to 88.9% for all students in the county and 89.8% for all	At least 80 percent of youth in Foster care will maintain school placement throughout the school year (e.g. school stability).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		27.5% compared to a county and state average of 8.4% and 7.7% respectively. This is an improvement from a rate of 39.7% in 2019-2020 and 39.0% in 2018-2019. (Dataquest, April 2022)	students in the state. Yolo County is lower than the statewide foster youth rate of 65.0%. This is a drop from the previous year when the stability rate for foster youth in Yolo County was 72.5%. (Dataquest and Local Data, April 2023)	students in the state. Yolo County is lower than the statewide foster youth rate of 65.0%. This is a drop from the previous year when the stability rate for foster youth in Yolo County was 72.5%.	
Priority 10. Coordination of Services for Foster Youth Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports	100% of (MDT) meetings have educational representation by the COE, District, or both. (Local Data, 2020-2021)	The FYSCP continues to attend 90% of Multi-Disciplinary Team (MDT) meetings serving as educational representatives for all Yolo County foster youth. (Local Data, April 2022)	The FYSCP continues to attend 90% of Multi-Disciplinary Team (MDT) meetings serving as educational representatives for all Yolo County foster youth. (Local Data, April 2023)	The FYSCP continues to attend 90% of Multi-Disciplinary Team (MDT) meetings serving as educational representatives for all Yolo County foster youth.	100% of Multi-Disciplinary Team (MDT) meetings have educational representation by the COE, District, or both.
Priority 10. Coordination of Services for Foster Youth	Response time to request for information is less than 48 hours.	FYSCP continues to support districts and child welfare to ensure that education records	FYSCP continues to support districts and child welfare to ensure that education records	FYSCP continues to support districts and child welfare to ensure that education records	Response time to request for information is less than 48 hours.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services	(Local Data, 2020-2021)	are requested and received within 48 hours. (Local Data, April 2022)	are requested and received within 48 hours. (Local Data, April 2023)	are requested and received within 48 hours.	
Priority 10. Coordination of Services for Foster Youth Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport	Establishment of agreements like Title IV E MOU is in process with an expected approval by December 2021. This will provide more streamlined access to student records to ensure expeditious transfer.	The FYSCP continues to collaborate with Yolo County Health and Human Services to comply with deliverables outlined in partnership MOUs. (Local Data, April 2022)	The FYSCP continues to collaborate with Yolo County Health and Human Services to comply with deliverables outlined in partnership MOUs. Title IV E partnership is functioning and provides revenue for services rendered. Health and education records are transferred within 2 days of notice. (Local Data, April 2023)	The FYSCP continues to collaborate with Yolo County Health and Human Services to comply with deliverables outlined in partnership MOUs. Title IV E partnership is functioning and provides revenue for services rendered. Health and education records are transferred within 2 days of notice.	All data sharing agreements are in place and student records are transferred within two school days.

Goal Analysis

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

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

Overall Implementation:
This goal represents the whole-child approach we strive for in Yolo County. The Office of Education has built relationships with agencies and organizations throughout the county to leverage resources and services for Foster Youth and Expelled students.
Challenges:
There was a late start to hiring in order to have a complete team and staffing has not stayed consistent, the team is in place and continuing with the Foster Youth Services Coordinating Programs (FYSCP) plan.
Successes:
The success of this action is seen in the partnership between YCOE and our district and community partners. This partnership ensures that all Foster Youth and Expelled students have access to educational services.

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

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

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

Goal 3, Action 1: With 100% of expelled youth receiving educational services, we feel we are making progress in this area. With 100% of expelled youth with ongoing representation at Child and Family Team meetings, we are making satisfactory progress in this area.
Goal 3 Actions 2, 3, 4, and 5 cannot be viewed as effective or ineffective as there are no foster youth currently enrolled.

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

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

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

Goals and Actions

Goal

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

Measuring and Reporting Results

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

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	

Measuring and Reporting Results

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

Goal Analysis

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

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

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

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

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023