

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

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

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

Goal 1

All HCOE CCS students will be engaged in 21st century learning in order to prepare for college and careers.

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 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Pre/Post TABE scores in ELA and Math 19-20 TABE ELA Post scores 85% students will improve score, TABE MATH scores 85% students will improve score. Baseline TABE ELA Post scores 78% students improved score, TABE MATH scores 82% students improved score.	TABE ELA Post scores 87% students improved score, TABE MATH scores 86% students improved score.
Metric/Indicator Number of Kuder Navigator Portfolios completed 19-20 100% of 12th graders will complete a California Career Zone portfolio	100% of 12th graders completed a California Career Zone Portfolio

Expected	Actual
Baseline 100% of 12th graders completed a Kuder navigator portfolio	
Metric/Indicator Williams as reported on SARC Metric 19-20 100% of students have access to standards- aligned instructional material. Baseline 100% of students have access to standards- aligned instructional material.	100% of student have access to standards aligned instructional material.
Metric/Indicator Grade cards will be reviewed quarterly to identify percentages of students that earn 15 or more credits. 19-20 62% of students earned 15 or more credits. Baseline 56% of students earned 15 or more credits.	52% of students earned 15 or more credits each quarter
Metric/Indicator Rate of teacher mis-assignment as reported on the SARC 19-20 100% of teachers are appropriately assigned Baseline 100% of teachers are appropriately assigned	100% of teachers were appropriately assigned.
Metric/Indicator Log of Parental Involvement for all parents, including those of SWD and unduplicated youth through Family Night participation and survey completion 19-20 12% increase in family participation and survey completion Baseline 8% increase in family participation and survey completion	11% increase in family participation and survey completion

Expected	Actual
<p>Metric/Indicator Students will have access to a broad course of study.</p> <p>19-20 100% of students will have access to a broad course of study through standards-based curriculum and APEX online learning coursework</p> <p>Baseline 100% of students had access to a broad course of study through standards based curriculum and APEX online learning coursework</p>	<p>100% of students had access to a broad course of study through standards based curriculum and APEX online learning coursework.</p>
<p>Metric/Indicator Access to broad course of study as measured by review of teacher and/or master schedule</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>100% of students had access to a broad course of study through standards based curriculum and APEX online learning coursework.</p>
<p>Metric/Indicator Facilities Maintained as Measured by annual FITs</p> <p>19-20 Number of students opting to take EAP and percent receiving an exemption designation. This annual measurable outcome was taken out in the prior year's LCAP. It is not appropriate for CCS. It was removed but did not reflect accurately in the rollover.</p> <p>Baseline 100%</p>	<p>100% of the facilities were maintained as measured by the annual FIT.</p>
<p>Metric/Indicator FIT tool</p> <p>19-20 All facilities will remain in good condition</p>	<p>All facilities were inspected by the FIT tool and were in good condition.</p>

Expected	Actual
Baseline All facilities are inspected by the FIT tool and are in good condition.	
Metric/Indicator Chronic absenteeism 19-20 25% Chronic absenteeism Baseline 32% Chronic absenteeism	Chronic absenteeism was 35%
Metric/Indicator School Attendance Rates 19-20 Classroom Programs: ERC #1= 80% ERCS = 82% JH = 100% RF = 100% Independent Study ERC ISP = 70% ERCS ISP = 79% Southern H = 79% Baseline Classroom Programs: ERC #1= 74% ERC #2= 75% ERCS = 75% JH = 100% RF = 100% Independent Study ERC ISP = 57% ERCS ISP = 71% Southern H = 72%	This is reflective of attendance rates until the school shutdown. Classroom Programs: ERC #1= 75% ERCS = 62% JH = 98% RF = 99% Independent Study ERC #1 ISP = 82% ERC #2 ISP = 62% ERC #3 ISP = 63% ERCS ISP = 66% Southern H = 76%

Expected	Actual
<p>Metric/Indicator Increase communication with school districts to improve coordination of services and build capacity to serve foster youth.</p> <p>19-20 This is a mistake in the rollover of the LCAP. CDE was notified and it did not rollover correctly, even after a second attempt. The correct measurable outcome is as follows: Expected Outcome #13:</p> <p>Seven Parents will participate in SSC and LCAP development stakeholder meetings. ACTUAL OUTCOME: 5 parents participated in SSC and LCAP development stakeholder meetings.</p> <p>Baseline In 2016-17, five meetings for foster youth district liaisons were held on September 16 and November 18, 2016, and January 20, March 3, and May 19, 2017.</p>	<p>Four parents participated in SSC. LCP development surveys were given to all families and CCS received a high completion rate. The survey helped guide the 20-21 LCP.</p>
<p>Metric/Indicator CHKS The CHKS is administered every 2 years.</p> <p>19-20 88% of students that completed the CHKS will report feeling safe at school 86% of students that completed the CHKS will report feeling connected to school The CHKS is administered every 2 years.</p> <p>Baseline 82% of students that completed the CHKS reported feeling safe at school 80% of students that completed the CHKS reported feeling connected to school</p>	<p>The CHKS is administered every two years. The results are from last years CHKS: *82% of students that completed the CHKS reported feeling safe at school *80% of students that completed the CHKS reported feeling connected to school</p>
<p>Metric/Indicator Middle School dropout rate</p> <p>19-20 0 middle school dropouts</p>	<p>0 Middle school dropouts</p>

Expected	Actual
<p>Baseline 0 middle school dropouts</p> <p>Metric/Indicator Suspension rates</p> <p>19-20 ERC = 10 suspensions; 14 days ERCS = 3 suspensions; 6 days JH = 10 suspensions; 15 days RF = 4 suspensions; 10 days SH = 0 suspensions</p> <p>Baseline ERC = 16 suspensions; 20 days ERCS = 6 suspensions; 8 days JH = 48 suspensions; 63 days RF = 11 suspensions; 17 days SH = 0 suspensions</p>	<p>ERC = 7 suspensions; 12 days ERCS = 9 suspensions; 17 days JH = 0 suspensions; 0 days RF = 1 suspensions; 1 days SH = 0 suspensions; 0 days</p>
<p>Metric/Indicator Number of students participating in work experience, to include unduplicated students and SWD.</p> <p>19-20 Number of SWD that will participate in Work experience: 8</p> <p>Number of unduplicated students that will participate in work experience: 24</p> <p>Baseline Number of SWD that participated in Work experience: 6 Number of unduplicated students that participated in work experience: 16</p>	<p>Number of SWD that participated in Work experience: Number of unduplicated students that participated in work experience:</p>
<p>Metric/Indicator</p>	<p>CCSS were provided to all students at all sites.</p>

Expected	Actual
CCSS will be provided to all students, at all sites 19-20 CCSS will be provided to all students at all sites Baseline CCSS are provided to all students at all sites	
Metric/Indicator High School graduation rates 19-20 75% of eligible graduates will graduate Baseline 75% of eligible graduates will graduate	79% Graduation rate

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Character Based Literacy licenses will be purchased for usage at all CCS sites to complement a broad course of study offered to all students by highly qualified teachers. Instructional Aides also provide support to students to complement a broad course of study. A) CBL licenses B) Highly qualified teachers C) Instructional aides	4000-4999: Books And Supplies Lottery \$2000 Salary and benefits LCFF \$752,364 Salary and benefits LCFF Supplemental and Concentration \$313,091	4000-4999: Books And Supplies Lottery \$2536 B) Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF \$588,302 B) Teacher Benefits 3000-3999: Employee Benefits LCFF \$314,849 C) Instructional Aides 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$102,182 C) Instructional Aides 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$88,150

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		<p>C) Instructional Aides Title 1A & Title 1-D 2000-2999: Classified Personnel Salaries Title I \$56,353</p> <p>C) Instructional Aides Title 1A & Title 1-D 3000-3999: Employee Benefits Title I \$50,421</p>
<p>APEX online curriculum for 20 licenses and training for staff.</p>	<p>5000-5999: Services And Other Operating Expenditures Title I \$420</p> <p>5000-5999: Services And Other Operating Expenditures Lottery \$4,375</p>	<p>5000-5999: Services And Other Operating Expenditures Lottery \$4975</p>
<p>INS support to implement Kuder Navigator to provide students assistance developing a portfolio upon graduation to assist in college and career readiness.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$49,254</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$48,038</p>
<p>Work Experience will be provided for eligible students, to include SWD and unduplicated youth. The work experience program for students will be expanded to include the Humboldt Hydro Farms program and office work experience.</p>	<p>Work Experience / OB-2452 and 3000 LCFF Supplemental and Concentration \$25,000</p>	<p>Work Experience 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$6,630</p> <p>Work Experience 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$806</p> <p>Work Experience 2000-2999: Classified Personnel Salaries LCFF \$7000</p> <p>Work Experience 3000-3999: Employee Benefits LCFF \$756</p>
<p>CCS will add .50 FTE for SPED services. More SPED students are being referred to CCS and are enrolled in the court schools, which have created a need for more SPED support. Resource teachers will provide services to identified students with disabilities on IEPs. Teachers will: convene transition IEPs, referrals to TPP, request court school IEPs in a timely manner, work on student's IEP goals in both a co--teaching</p>	<p>SPED Salaries & Budget / OB-1100 and 3000 Special Education \$355,052</p>	<p>SPED Salaries 1000-1999: Certificated Personnel Salaries Special Education \$154,181</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
model and individual SAI time provided. Teachers will request all appropriate student information such as IEPs, credit checks, and attendance records.		SPED Benefits 3000-3999: Employee Benefits Special Education \$95,087
<p>A) CCS teachers will utilize the professional development opportunities regarding ELD development for EL students. HCOE offers ELD professional development workshops for all teachers. CCS teachers receive PD at the PLC regarding ELA and writing strategies to support EL learners. Additional strategies are needed to support and increase the academic skills of EL students. English Language Development course outlines will be utilized in all CCS programs to ensure ELD skills are being addressed.</p> <p>B-) The Foster Youth Coordinator will provide opportunities to include field trips to local colleges, vocational tech opportunities locally and regionally, and provide case management services. Foster youth typically have limited experiences and access to post- secondary education opportunities. This service is provided to improve the access for foster youth and low income students.</p> <p>C-) CCS will develop procedures and timelines for providing regular information for Native American youth about cultural events and activities that are going on locally.</p>	<p>see above goal 1 action 1</p> <p>see above goal 1 action 16</p> <p>see above goal 1 action 1</p>	<p>see above goal 1 action 1</p> <p>see below goal 1 action 16</p> <p>see above goal 1 action 1</p>
Staff will continue to receive training from CCS Program manager on the impact of trauma and toxic stress on students and how it impacts their educational progress.	Salaries and Benefits LCFF \$183,347	<p>Salary 1000-1999: Certificated Personnel Salaries LCFF \$111,186</p> <p>Benefits 3000-3999: Employee Benefits LCFF \$54,386</p>
<p>A) Student Assistance Counselor monitors attendance and truancy issues for students with chronic absenteeism.</p> <p>B-) Chronically truant students will be provided bus tickets and Incentives to attend. Our students typically have chronic truancy issues and are referred via the SARB board. Data shows us that low income students referred have transportation barriers which effect their attendance. CCS is not required to provide transportation to students; however, given the barriers and truancy issues it is provided for</p>	<p>salaries and benefits \$84,567</p> <p>materials and supplies \$22,385</p> <p>salaries and benefits \$67,281</p>	<p>A) Salary 2000-2999: Classified Personnel Salaries LCFF \$43,385</p> <p>A) Salary Title 1-D 2000-2999: Classified Personnel Salaries Title I \$21,556</p> <p>A) Salary REAP 2000-2999: Classified Personnel Salaries Other \$2,500</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>additional assistance to our low income students and unduplicated youth.</p> <p>C) CCS Registrar monitors all incoming student records and transfers. Any unduplicated youth are identified during this process and school staff is made aware of any needed information.</p>		<p>A) Salary 2000-2999: Classified Personnel Salaries Tobacco-Use Prevention Education \$10,701</p> <p>A) Benefits 3000-3999: Employee Benefits Tobacco-Use Prevention Education \$6,906</p> <p>A) Benefits REAP 3000-3999: Employee Benefits Other \$2,989</p> <p>A) Benefits Title 1-D 3000-3999: Employee Benefits Title I \$13,752</p> <p>A) Benefits 3000-3999: Employee Benefits LCFF \$37,974</p> <p>B) Bus Tickets 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$10,198</p> <p>C) Salary & Benefits 2000-2999: Classified Personnel Salaries LCFF \$72,478</p>
<p>Provide breakfast program at ERC site.</p>	<p>Contracts & Services 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$28,500</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$25,472</p> <p>State Funds 5000-5999: Services And Other Operating Expenditures Other \$564</p> <p>5000-5999: Services And Other Operating Expenditures Federal Funds \$7,886</p>
<p>Provide after-school enrichment activities to include: Coast League Basketball and surfing trips. Basketball uniforms, referees, and instructor time.</p>	<p>Contracts & Services 5800: Professional/Consulting Services And Operating Expenditures</p>	<p>5800: Professional/Consulting Services And Operating</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Family Nights will be held 3--4 times annually at regional sites to serve Eureka, Fortuna, and Southern Humboldt where food will be offered in effort to gain parent and student input as well as provide more opportunities for parental decision making in LCAP and SSC processes. Typically parents of unduplicated students are not participating in family engagement activities. Our students have been disenfranchised from their school and typically come with a distrust for education. The Family Nights are designed to engage these families. Calls are made home to personally invite all unduplicated youth and their families to attend. This provides more opportunities for families to provide genuine feedback in a low stakes environment. Family nights provide a time for families of unduplicated youth to become engaged in their school experience.</p>	<p>LCFF Supplemental and Concentration \$4500</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,000</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$200</p>	<p>Expenditures LCFF Supplemental and Concentration \$1,010</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$459</p>
<p>Blue Ox Mill provides students with hands--on opportunity to learn blacksmithing, lathe work, textiles, ceramics, photography, and other skills as relevant to student need. Contract for use of facility and training. Typically unduplicated youth have less access to hands-on activities; this provides more opportunities for learning hands-on skills. The Blue Ox provides hands-on learning opportunities and job readiness skills. This is provided to offer additional assistance to our low income youth and create more opportunities for foster youth. This action was developed to increase hands-on opportunities for unduplicated youth.</p>	<p>Contracts & Services 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$10,000</p>	<p>Contracts 5000-5999: Services And Other Operating Expenditures CSI Grant \$4,065</p>
<p>Provide a satellite program in Southern Humboldt to provide youth in the southern portion of the county a school site within reasonable distance from their residence. Humboldt County is geographically large which makes it difficult for low income students to attend our other sites. The satellite program in Southern Humboldt provides a geographically more accessible to our students. Data from our referrals show that students referred from Southern Humboldt who are low income have transportation barriers. If this CCS site was not available for students, they would have to travel approximately three hours to access school, which makes it difficult for low income families and foster youth.</p> <ul style="list-style-type: none"> • Teacher .60 FTE 	<p>Facilities-OB-5612 = 10,812 Salaries & Benefits-OB-1100 & OB-2400 = 103,305 Motor Pool OB-5714 = 2,700 LCFF Supplemental and Concentration \$116,817</p>	<p>A) Teacher . 20 FTE part of Goal 1 Action 1 -B</p> <p>B) Senior Clerk .60 FTE 2000-2999: Classified Personnel Salaries LCFF \$22,699</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> • Senior Clerk .60 FTE • Rental of facility • Motor Pool 		<p>B) Senior Clerk .60 FTE 3000-3999: Employee Benefits LCFF \$19,231</p> <p>C) Facility Rental Fees 5000-5999: Services And Other Operating Expenditures LCFF \$12,618</p> <p>D) Motor Pool 5700-5799: Transfers Of Direct Costs LCFF \$1,040</p>
<p>Provide program oversight for Administration and Teachers.</p> <ul style="list-style-type: none"> • .20 FTE Director 	Salaries & Benefits LCFF \$42,505	<p>Salary 1000-1999: Certificated Personnel Salaries LCFF \$28,464</p> <p>Benefits 3000-3999: Employee Benefits LCFF \$10,278</p>
<p>Ensure expelled youth are apprised of their requirements to return to their district of residence at enrollment, and at each semester following enrollment. Administrator to oversee program implementation.</p>	Salaries & Benefits LCFF \$169,935	<p>Salary 1000-1999: Certificated Personnel Salaries LCFF \$123,147</p> <p>Benefits 3000-3999: Employee Benefits LCFF \$47,233</p>
<p>Collaborate with social service agencies involved with Foster Youth to provide for enhanced case management.</p> <p>(a) Foster Youth Coordinator 1.0 FTE</p> <p>(b) Student Services Technician 1.0 FTE</p>	<p>FY Grant Salaries & Benefits \$113,891</p> <p>Salaries & Benefits LCFF \$80,961</p>	<p>(a) Foster Youth Coordinator 2000-2999: Classified Personnel Salaries FYS Grant \$61,014</p> <p>(a) Foster Youth Coordinator 2000-2999: Classified Personnel Salaries Other \$16,270</p> <p>(a) Foster Youth Coordinator 2000-2999: Classified Personnel Salaries Title IV \$4,068</p> <p>(a) Foster Youth Coordinator 3000-3999: Employee Benefits FYS Grant \$35,298</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		(a) Foster Youth Coordinator 3000-3999: Employee Benefits Other \$9,413 (a) Foster Youth Coordinator 3000-3999: Employee Benefits Title IV \$2,353 (b) Student Services Technician 2000-2999: Classified Personnel Salaries FYS Grant \$20,506 (b) Student Services Technician 2000-2999: Classified Personnel Salaries Title IV \$13,671 (b) Student Services Technician 3000-3999: Employee Benefits FYS Grant \$19,884 (b) Student Services Technician 3000-3999: Employee Benefits Title IV \$13,256
Schedule additional IEP meetings as necessary to address student attendance. Develop behavior plans to provide additional incentives for IEP youth to attend.	Salaries & Benefits LCFF \$150,391 RSP/Resource Specialist Program \$45,109	No additional expenditures. See above in Goal 1 action 5
Implement PBIS incentive plan to provide incentives for students when exhibiting positive behavior.	Materials & Supplies / OB-4310 \$4,500 and OB-5800 \$500.00 LCFF Supplemental and Concentration \$5,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2,948 Donation Funds 4000-4999: Books And Supplies Other \$2,112
Staff will meet with students quarterly to set credit goals and review progress. Summer school will be offered annually.	Salaries & Benefits for extended school year LCFF Supplemental and Concentration \$27,426	Certificated salary 1000-1999: Certificated Personnel Salaries LCFF \$25,434

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Title I \$50,000	Certificated Benefits 3000-3999: Employee Benefits LCFF \$1,165 Classified Salary 2000-2999: Classified Personnel Salaries LCFF \$3,988 Classified Benefits 3000-3999: Employee Benefits LCFF \$1,121 Certificated Salary Title 1-A 1000- 1999: Certificated Personnel Salaries Title I \$22,920 Certificated Benefits Title-1A 3000-3999: Employee Benefits Title I 3,936 Classified Salary Title 1-A 2000- 2999: Classified Personnel Salaries Title I \$12,223 Classified Benefits Title 1-A 3000- 3999: Employee Benefits Title I \$3,714 Classified Salary Title 1-D 2000- 2999: Classified Personnel Salaries Title I \$5,438 Classified Benefits Title 1-D 3000- 3999: Employee Benefits Title I \$1,658
Provide all students the opportunity to utilize new technology and learn 21st Century learning skills through the provision of a 21st Century Learning Technician.	Salaries & Benefits LCFF \$70,705	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$41,837 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$33,362
Meet with expelled youth and support network in order to ensure they are apprised of, and receive, support in meeting the requirements to	Included above Goal 1 Action 1 LCFF	Included above Goal 1 Action 1-B

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
return to their district of residence. This includes coordination of meetings for the student to return to their DOR.		
<p>Provide appropriate translators at all appointments and meetings for students, parents/guardians by utilizing existing staff and substitutes when needed.</p> <p>A) Translators B) Motor Pool C) ELPAC Training & Professional Development</p>	<p>Contracts & Services 5800: Professional/Consulting Services And Operating Expenditures LCFF \$500</p> <p>Transportation 5000-5999: Services And Other Operating Expenditures LCFF \$500</p> <p>Professional Development 5000-5999: Services And Other Operating Expenditures Title I \$14,000</p>	<p>\$0</p> <p>\$0</p> <p>Professional Development 5000-5999: Services And Other Operating Expenditures Title I \$3,138</p>
Provide case management services in accordance with AB97; maintain Foster Focus database and coordinate potential tutoring services for FY.	FY Grant Contracts & Services 5800: Professional/Consulting Services And Operating Expenditures \$1,600	FY Grant Contracts & Services 5800: Professional/Consulting Services And Operating Expenditures \$1,500
Humboldt Hydro Farms CTE Program will be an option for all CCS students to participate in.	Teacher and Technician Salaries/Benefits OB-1100/2215/3000 = 92,011 Student Work Experience OB- 2452/3000 = 19,104 Materials OB-4310 = 6,500 LCFF \$117,615	<p>Teacher Salary .40 FTE 1000-1999: Certificated Personnel Salaries LCFF \$42,914</p> <p>Benefits 3000-3999: Employee Benefits LCFF \$17,693</p> <p>Hydro Technician 5800: Professional/Consulting Services And Operating Expenditures LCFF \$27,673</p> <p>Student Work Experience See above Goal 1 Action #4</p> <p>Operating Expenses 5800: Professional/Consulting Services</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		And Operating Expenditures LCFF \$47,952 Materials 4000-4999: Books And Supplies LCFF \$15,204
Continue to implement and strengthen the district-wide PBIS system with support from a .50 FTE School Psychologist.	Salaries & Benefits Special Education \$57,372	Salary .50 FTE 1000-1999: Certificated Personnel Salaries Special Education \$24,378 Benefits .50 FTE 3000-3999: Employee Benefits Special Education \$16,706
Parent Project will be implemented by .25 FTE of our current Program Manager, across the county to provide a skill-building program for parents designed to intervene in adolescent destructive behavior: substances, truancy, gang affiliation, defiance. The CCS Program Manager shares other duties that are included in goal 1 action #7.	See Goal 1 action 7	Salary Goal 1 Action #7 Materials 4000-4999: Books And Supplies LCFF \$720
All sites will be maintained in good condition and necessary upgrades will be completed	Maintenance & Operations 5700- 5799: Transfers Of Direct Costs \$128,000	Maintenance & Operations 5700- 5799: Transfers Of Direct Costs LCFF \$102,752
Utilize SWIS data to review suspensions and trends. Train staff in PBIS implementation to support alternatives to suspension.	Listed in above goal 1 action 8	Licensing 5800: Professional/Consulting Services And Operating Expenditures LCFF \$700
Motorpool for the CCS program. CCS has 5 sites; use of motorpool is essential to transport students to HHF. Motorpool is also used to deliver services to students at various sites.	Motorpool 5000-5999: Services And Other Operating Expenditures LCFF \$8,224	Motorpool 5700-5799: Transfers Of Direct Costs LCFF \$5,200
Program Secretary Program secretary supports all CCS programs.	Salaries & Benefits LCFF \$75,475	Salary 2000-2999: Classified Personnel Salaries LCFF \$40,987 Benefits 3000-3999: Employee Benefits LCFF \$31,610
Basic supply kits that are provided to FY and HY to ensure barriers to attending school are decreased.	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$3,543	Supplies 4000-4999: Books And Supplies Title I \$5,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
A new Introduction to Health Care CTE course is being provided to CCS students. A CTE teacher was hired for .20 FTE to provide labs and coursework to all CCS students. This course provides students with a hands--on approach with engaging labs, field trips, and guest speakers relevant to the healthcare field.	Salaries & Benefits LCFF \$17,195	Salary .20 FTE 5700-5799: Transfers Of Direct Costs LCFF \$15,521
Identified students that have low- performing CAASP scores and are not low -income. Two students were identified. The students will be given assessments in Math and ELA to determine current level. Students will receive extra pull-out support in targeted areas of need. Ongoing assessments will be given to students to determine progress.	5800: Professional/Consulting Services And Operating Expenditures Low-Performing Block Grant \$3,952	Supplemental Curriculum 4000- 4999: Books And Supplies Low- Performing Block Grant \$3952
HCOE offers support to local district CTE programs through the Trades Academy and Health Career Exploration Program. Additionally HCOE supports CTE throughout the county by offering leadership, professional development, and industry partnership outreach.	Salaries and Benefits LCFF \$221,121	Salary 1000-1999: Certificated Personnel Salaries LCFF \$94,550 Salary 2000-2999: Classified Personnel Salaries LCFF \$21,696 Certificated Benefits 3000-3999: Employee Benefits LCFF \$43,019 Classified Benefits 3000-3999: Employee Benefits LCFF \$18,458 Supplies 4000-4999: Books And Supplies LCFF \$7,686 5000-5999: Services And Other Operating Expenditures LCFF \$25,778
CCS will contract with Connect the Brain, an affiliate of Learning Keys. The program offers professional development training with future sessions to provide program observations and feedback. Teachers and support staff will be trained to utilize the Connect the Brain Curriculum. The curriculum and training is aimed at building capacity for safe work and learning environments through trauma informed practices. They have studied how the brain works in individuals who have experienced trauma in their lives and how to build relationships that have a huge effect on the capacity to build high performing teams and organizations. The Connect the Brain Organization specializes in working with alternative education and at- risk students.	5800: Professional/Consulting Services And Operating Expenditures CSI Grant \$3,000	5800: Professional/Consulting Services And Operating Expenditures CSI Grant \$5,600

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Based on Cycle of Inquiry it was determined that supplemental staff that have experience in CCS will provide training and support to correctional officers and teachers in regards to suspensions and chronic absenteeism for teachers.</p> <p>(a) Correctional Officer Training (b) Teacher Training</p>	<p>5800: Professional/Consulting Services And Operating Expenditures CSI Grant \$16,000</p> <p>1000-1999: Certificated Personnel Salaries CSI Grant \$16,000</p>	<p>(a) Consultation 5800: Professional/Consulting Services And Operating Expenditures CSI Grant \$1,581</p> <p>(b) Retired Teacher Consultation Salary 1000-1999: Certificated Personnel Salaries CSI Grant \$5,214</p>
<p>Differentiated Assistance support. CCS is an identified LEA to receive support. CCS will participate in Improvement Science activities to identify a root- cause analysis. Once identified an action plan will be created to support identified student groups.</p>	<p>Included as part of regular staff duties 3000-3999: Employee Benefits CSI Grant \$0</p>	
<p>HCOE CCS has been identified to receive Comprehensive Support and Improvement (CSI). Suspension rates in Eel River CS and Von Humboldt Court School have increased. We will partner with stakeholders to develop and implement a plan for each identified school. CCS plans to: partner with stakeholders to conduct needs assessment and root cause analysis, identification/development of evidence- based interventions, strategies, and activities, and use data to develop, implement, monitor, and evaluate improvement efforts.</p> <p>Implementation and planned efforts:</p> <p>A) BASE Education SEL Training B) Connect the Brain Training C) Teacher Training (additional staff days for training) D) Experiential Incentives for Students E) Professional Development with Placer County Office of Education (similar programs to HCOE) F) CSI Coordinator to monitor program and implement with fidelity (temporary hire) G) Carnegie Summit for training in Improvement Science</p>	<p>A) 5800: Professional/Consulting Services And Operating Expenditures CSI Grant \$10,000</p> <p>B) 5000-5999: Services And Other Operating Expenditures CSI Grant \$10,000</p> <p>C) 1000-1999: Certificated Personnel Salaries CSI Grant \$10,968</p> <p>D) 5800: Professional/Consulting Services And Operating Expenditures CSI Grant \$15,000</p> <p>E) 5000-5999: Services And Other Operating Expenditures CSI Grant \$5,000</p>	<p>A) BASE 5800: Professional/Consulting Services And Operating Expenditures CSI Grant \$10,500</p> <p>B) Noted above</p> <p>C) Teacher PD salary and benefits 1000-1999: Certificated Personnel Salaries CSI Grant 6,191</p> <p>C) Instructional Aide PD salary and benefits 2000-2999: Classified Personnel Salaries CSI Grant \$1,529</p> <p>D) Experiential Incentives 5800: Professional/Consulting Services And Operating Expenditures CSI Grant \$10,249</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	F) 1000-1999: Certificated Personnel Salaries CSI Grant \$87,730 G) 5000-5999: Services And Other Operating Expenditures CSI Grant \$5,000	E) Professional Development 5800: Professional/Consulting Services And Operating Expenditures CSI Grant N/A F) CSI Coordinator Temp. Hire Salary 2000-2999: Classified Personnel Salaries CSI Grant \$43,877 F) CSI Coordinator Temp. Hire Salary 3000-3999: Employee Benefits CSI Grant \$26,345 G)

Goal Analysis

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

All actions and services were implemented with the exception of the Carnegie Summit training for CSI professional development. The event was planned for April 2020 and due to the COVID-19 pandemic staff the event was cancelled.

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

The 2019-2020 school year had many challenges for both staff and students. Some of the challenges included several PSPS events in the county which caused community schools to close down twice. The court schools had access to generators and their school days were uninterrupted. The PSPS events required us to take a deeper look at barriers created and creative ways to deal with the situation. It also provided us with the opportunity to address some of those barriers and safety issues to keeping a school open during a PSPS. The biggest challenge of the year was the COVID-19 school shutdown in March 2020. Our district quickly went into action planning and pivoted our practices to best serve the students during a school shutdown. Despite the challenges there were also many successes.

The overall effectiveness of the actions and services as related to goal showed growth and improvement. Some of the overall highlights are explained below.

A total of 52% of students earned 15 or more credits in an academic quarter. This is important for on-time graduation rates. This demonstrates that regular meetings, weekly progress on hours and credit checks, SST meetings, and additional IEP meetings are improving this outcome for students.

79% of credit eligible seniors graduated with a high school diploma. The majority of students that are referred to CCS have serious credit deficiencies and are at risk of not graduating. Graduating seniors are expected to complete required coursework, a senior portfolio, and participate in job readiness skills training to earn their diploma. The senior portfolio focuses on college and career readiness, job exploration, post-secondary & vocational program exploration, writing standards, and reflection assignments.

Suspensions decreased this year in all programs. Alternatives to suspension, implementation of various curriculum, and programs to support students were of a major focus and contributed to the decrease in suspensions. The district is no longer identified as a CSI school.

HCOE CCS was identified for Differentiated Assistance (DA) and Comprehensive Support and Improvement (CSI) in the areas of high suspension numbers in the Von Humboldt Juvenile Hall and Eel River Community School programs (ERCS). CCS participated in multiple Science Improvement activities to identify a root cause analysis of high suspension numbers in the court school and ERCS, and an action plan was developed. After data was reviewed, the CSI action plan was developed. Implementation and efforts were to include: BASE Education SEL Training, Experiential Incentives for Students, Professional Development with Placer County Office of Education (who have similar programs to HCOE), CSI Coordinator to monitor program and implement with fidelity (which was a temporary hire), as well as teacher workshops and Professional Development with an emphasis on Connect the Brain Training. The CCS instructional staff received training in this new brain-based curriculum. The teachers and support staff participated in a two-day professional development training. The curriculum is aimed at building capacity for safe work and learning environments through trauma informed practices.

Efforts were focused on professional development for teachers and adopting a coaching model to support teachers with regular classroom observations, feedback, and goal setting to implement ideas. CCS contracted with two consultants to support CSI efforts in the court school and ERCS to reduce suspensions. A coaching model was utilized and both consultants participated in training from HCOE. They received ongoing additional support from the Differentiated Assistance HCOE team. Professional development was focused on providing alternatives to suspension, understanding neuroscience and implementing best practices, and utilizing systems of support. Through student feedback CCS provided youth with more experiential incentives to provide more engaging opportunities to support positive student behavior. A CSI Coordinator (temporary hire) was utilized to oversee the new curriculum, analyze SWIS data, support teachers, strengthen alternatives to suspension, and ensure new programs were implemented with fidelity. More mindfulness activities were implemented in the programs and we continued to utilize restorative conferences with students when behaviors occurred.

HCOE CCS continued to strengthen their collaboration with the HCOE CTE and College and Career Resources Department to provide more CTE and work-experience opportunities for our students. Although CCS does not focus on CTE completion rates, we continue to provide meaningful CTE programs for the students to participate in and gain necessary and relevant job skills and experiences. Due to

the nature of our program and the mobility of students, including new weekly enrollments, it is difficult for students to be able to be counted as course completers. The two main programs offered are Humboldt Hydro Farms (HHF) and Introduction to Health Care Occupations. HHF is a collaboration with American Hydroponics designed to create a hands-on learning opportunity for CCS students. HHF is a career training program designed to provide career-related instruction, hands-on work experiences, research, and opportunities for CCS students to participate in a student run business. The program serves up to 25 students weekly. This year 42 students started the internship process and participated in work experience, with four students advancing to a paid work experience. HHF also expanded the program and partnered with Workability students to provide more opportunities to local youth. The instructor also obtained his CTE credential to strengthen the program in hopes of expanding to offer more programs with local districts and College of the Redwoods. HCOE CCS also offered an Introduction to Health Care Occupations course in both the court and community school programs. This course is taught by a CTE credentialed teacher and provides the students with exploration into various health care careers, guest speakers, hands-on opportunities and field trips. The course is taught weekly at the sites and students that participate also learn CPR and First Aid certification. We will continue to look into creating industry recognized certificates for the students to earn, which provides them with the necessary job skills for the future. Students were also offered the Trades Academy Program to explore careers in the various trades.

PBIS PLCs: Our Professional Learning Communities revolve around the development of trauma informed practices. We planned five PLCs this year. The topics we covered included: Connect the Brain (Social Emotional Curriculum), Check In/Check Out (Tier II intervention), SWIS data collection and share out, new Tier II Casing process (referral form, intervention matrix, casing process), Suicide prevention/intervention, and BASE Education Modules (Collaborative for Academic, Social, and Emotional Learning approved program). We also invited speakers from collaborating business and departments.

Tier II Casings: We identified nine categories of Pre-Tier II interventions available for our students. These were AOD intervention/response, Check In/Check Out and Gen Ed Behavior Contracts, Attendance interventions, use of Base Education Models, Conflict Mediation, Foster Youth/McKinney-Vento student services, 1:1 Brief Counseling, Student and Parent Meetings or Home Visits, and Bridges to Success referrals. CCS strengthened its Tier II interventions and implemented a more structured Tier II casing meeting to review students who are needing more support. The program manager coordinated the meetings and the multi-disciplinary team included instructional staff, the administrator, McKinney-Vento/Foster Youth Liaisons, Alcohol and Drug Counselor, and the Student Assistance Counselor. This provided a comprehensive team to deliver support services, connect students to resources and review data for program needs. In the 19-20 school year the FY Liaison served 19 foster youth. The McKinney-Vento Liaison served 95 homeless youth.

35% of ERC student body has received one or more of these interventions.

30% of ERCS student body has received one or more of these interventions.

SARB: SARB is a multi-disciplinary process where schools collaborate with several community agencies and local schools, all stakeholders in the work of reducing Chronic Absenteeism. These agencies include Department of Social Services/Public Health, District Attorney, Family Resource Centers, Humboldt County Juvenile Probation, Local Law Enforcement, and Humboldt County

Office of Education. This is a Tier III intervention for students who are experiencing chronic absenteeism and for whom lower levels of interventions have been unsuccessful. Community Schools participates on the Boards, meeting 16 times during the school year.

PARENT PROJECT: Parent Project is an 11-week workshop for parents of strong willed adolescents. Topics cover the most destructive adolescent behavior: truancy, substance use, gang affiliation, running away, elevated defiance, law-breaking, and negative peer relationships. This workshop is usually offered twice during the school year but there was a high turnover in facilitators this year. We collaborate with Family Resource Centers, Juvenile Probation, local schools, Department of Health and Human Services, and law enforcement agencies to recruit appropriate referrals.

Lastly, despite the challenges of the COVID-19 school shutdown, our district quickly went into action planning and had all distance learning efforts set up in less than two weeks. The instructional staff quickly learned to pivot their practices and provide students with their required coursework and engaging lessons. CCS quickly realized that the majority of our students had connectivity issues. CCS provided families with computer devices, hot spot wi-fi connections, online coursework, text books and packet work that could be completed at home. CCS staff created individual plans depending on the student and family needs. Staff provided drop off and pick up services for students to have access to their school work. CCS followed the state requirements for graduation and students that were on track to graduate were able to meet requirements and receive their diploma. CCS had a 79% graduation rate. The COVID-19 school shutdown was an unprecedented event that created an opportunity for the district to look at our online capabilities, the systems already in place, and our student needs through an equity lens. CCS worked diligently to meet the needs of our students while providing support to families. This also provided the framework for the 20-21 school year to strengthen our distance learning offerings, in-person offerings, mental health and well being and student engagement. CCS was able to successfully operate a summer school program that followed all safety protocols and provided an opportunity for students to recover credits needed for an on time graduation.

Goal 2

Facilitate increased coordination and inter-agency collaboration of educational services in order to improve the academic achievement of Foster Youth county-wide and develop the understanding of Humboldt County LEAs (charters and districts) on the laws and obligations under LCFF and AB490 and their capacity to support the education of FY in their schools.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Foster Focus data and/or district attendance and discipline (suspensions and expulsions) records will be provided monthly to FY coordinator</p> <p>19-20 95% of the LEAs will provide regular updates based on district grading periods (quarter, semester and trimester).</p> <p>Baseline 60% of the LEAs now provide regular updates based on district grading periods (quarter, semester and trimester).</p>	<p>The method by which educational information is collected for the courts was changed during the 2018-19 school year. The new method for collecting is now based on the calendar of court dates for the FY students. A form is sent out to the district FY liaison about 4-6 weeks prior to the court date for 100% of the FY students. The education information is then provided to the FYSCP program by the district liaison and stored in the Foster Focus Data system. The education information can then be shared with the social workers/probation officers for their court reports. This system has improved the quality of education information provided to the courts over the previous method, but there is still room for improvement on the response rate from the individual districts/FY liaisons. Currently the response rate is about 85% from the districts.</p>
<p>Metric/Indicator Graduation rate tracking for 8th and 12th grade FY</p> <p>19-20 All 8th grade FY will be monitored for graduation to 9th grade.</p>	<p>1) There are currently (March 1, 2020 CALPADS snapshot) 31 8th graders. There are 21 at traditional school sites, 5 attending public charter schools, and 5 attending Alternative Education Programs. All are expected to graduate or be promoted to the 9th grade. 2) For the 2019-20 school year there are 22 Seniors (12th grade): Graduated Mid-Year = 4</p>

Expected	Actual
<p>All 12th grade FY will be monitored for on-time graduation.</p> <p>Baseline Currently there are 15 eighth grade FY students being monitored for graduation to 9th grade and 100% are on track to graduate.</p> <p>There are 21 Senior FY Students being monitored and 75% are on track to graduate high school.</p>	<p>On Track for graduation in June 2020 = 13 SPED Certification Track = 1 Not on Track for graduation in June 2020 = 2 Uncertain of graduation status = 2</p>
<p>Metric/Indicator Number of districts, Foster Youth Liaisons and school staff participating in trainings.</p> <p>19-20 100% of LEAs will participate in FY Educational trainings (32 K-12 LEAs).</p> <p>Baseline Baseline: 100% of LEAs have participated in FY Educational trainings (32 K-12 LEAs).</p>	<p>For the 2019-20 school year there are 32 districts and 10 public charter schools in Humboldt County. As of March 12, 2020 the FYSCP has facilitated or co-facilitated 12 training sessions which are a mix of district specific to the large county-wide inter-agency all day training (110 participants). There has been a total of 311 school and agency staff and community members who have participated. To date, 63% of the district liaisons and 57% of the charter school liaisons have participated. There are three more training opportunities scheduled for liaisons and school staff to participate in: two regional sessions are scheduled for March and one more in April. We also have three more training sessions scheduled for CWS staff (one each month through June 2020). There is one more inter-agency training in March co-sponsored by College of the Redwoods (CR Caregivers Conference). The FYSCP has distributed 275 copies of the California Foster Youth Education Law Fact Sheets (7th edition) so far this year.</p>
<p>Metric/Indicator A log of materials distributed to Foster Youth regarding educational rights.</p> <p>19-20 97% of the K-12 FY and NonMinor dependents will receive a hard copy letter/flyer that provides them information on their educational rights and resources to contact if they need assistance and advocacy.</p> <p>Baseline</p>	<p>The plan for 2019-20 is that there are two scheduled mailings to be sent out to the foster youth and their caregivers with materials regarding Foster Youth Education Rights & Resources. The plan is for one mailing in the Fall and one in the Spring. The Fall mailing took place the first week in December 2019. For this mailing all caregivers received a copy and all FY students 6th grade and above received a copy for themselves as well. 100% of the FY and their caregivers were sent the information. As of the first week of December 2019 the FY count was: Ages 0 - 5 = 201</p>

Expected	Actual
90% of the K-12 FY and NonMinor dependents received a hard copy letter/flyer that provided them information on their educational rights and resources to contact if they need assistance and advocacy.	<p>TK - 5th grade = 162 6th - 12th grade = 174 (x 2 because both the FY and caregiver each were sent a flyer) Non Minor Dependents = 62</p> <p>A total of 773 informational flyers were sent out to foster youth and their current caregivers.</p> <p>We anticipate the second mailing to take place the first week of April 2020.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
FY Coordinator will coordinate the Foster Focus Data System (FFDS) in Humboldt County in order to better track completion of MOU, identification and school placement in CALPADS, educational progress/outcomes, attendance and behavior/discipline records, enrollment, partial credits, and timely transfer of records.	See Goal 1 - Action 16	
<p>Participate in multi-agency collaborations for FY educational services in Humboldt County through Family Intervention Team (FIT) weekly meetings, School Attendance Review Board (SARB) meetings, Student Study Team (SST) meetings, IEP/Special Education meetings, and Family Team Meetings. Case Consultations and Advocacy via Education LEA placement agency and other FY support agencies through school of origin process, immediate enrollment, timely transfer of education/health records, partial credit, participation in available enrichment/extra- curricular activities, and post secondary application/connections.</p> <p>Organize and facilitate The Humboldt County Foster Youth Education Executive Advisory Council (HCFYEEAC).</p>	Included above Goal 1 - Action 16	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Foster Focus Data Management System for education data storage for Humboldt County FY.	5800: Professional/Consulting Services And Operating Expenditures FY Grant \$4,000	5800: Professional/Consulting Services And Operating Expenditures FYS Grant \$1,500
Provide training to all LEA Districts on use of monthly attendance reports for FY.	4000-4999: Books And Supplies FY Grant \$2,000	
FYS program coordinator will continue to implement higher education subcommittee quarterly to coordinate outreach, and educational support services for FY attending higher education and career/tech programs and in addition, will continue to be the lead on the transferring of educational information between preschool serving agencies and HCOE FYS.	Included Goal 1 - Action 16 FY Grant	
Provide all LEAs within Humboldt County 4 trainings annually on LCFF/AB854 and ESSA.	4000-4999: Books And Supplies FY Grant \$4,500	4000-4999: Books And Supplies FYS Grant \$6,100
<p>A. FYS Coordinator and technician will work collaboratively with DHHS to develop an MOU and a system to access Title IV-E funds, to further support FY.</p> <p>B. Student Services Technician to review data.</p> <p>C. Foster Focus Data Management System to gather data to be reviewed.</p>	<p>Included Goal 1 action 16 FY Grant</p> <p>Included Goal 1 action 16 FY Grant</p> <p>Included Goal 2 action 3 5800: Professional/Consulting Services And Operating Expenditures FY Grant</p>	
<p>FYS will build inter-agency collaboration and agency capacity building in supporting school stability for the foster youth.</p> <p>HCOE FYSC program will help facilitate a county wide MOU between the 32 LEAs, Humboldt County DHHS and Humboldt County Probation which outlines transportation assistance to keep the FY students in their school of origin.</p>	<p>Included Goal 1 Action 16</p> <p>Included Goal 2 Action 7</p>	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Homeless Youth Caseworker and Foster Youth caseworker provide case management support services to all identified homeless and foster youth in CCS. Th HY caseworker is co-located at DHHS to support the educational liaison. The FY caseworker works closely with the requests from Juvenile court for information and delivery of necessary educational services.</p>	<p>Homeless 5000-5999: Services And Other Operating Expenditures \$28,948</p> <p>Foster Youth 7000-7439: Other Outgo \$58,992</p> <p>Cal-Fresh \$7,237</p>	<p>Homeless Youth Caseworker 2000-2999: Classified Personnel Salaries FYS Grant \$10,625.63</p> <p>Homeless Youth Caseworker 2000-2999: Classified Personnel Salaries Other \$9,445</p> <p>Homeless Youth Caseworker 2000-2999: Classified Personnel Salaries Title IV \$3542</p> <p>Homeless Youth Caseworker 3000-3999: Employee Benefits FYS Grant \$7984</p> <p>Homeless Youth Caseworker 3000-3999: Employee Benefits Other \$7097</p> <p>Homeless Youth Caseworker 3000-3999: Employee Benefits Title IV \$2661</p> <p>Foster Youth Caseworker 2000-2999: Classified Personnel Salaries FYS Grant \$29,780</p> <p>Foster Youth Caseworker 2000-2999: Classified Personnel Salaries Title IV \$5,255</p> <p>Foster Youth Caseworker 3000-3999: Employee Benefits FYS Grant \$27,002</p> <p>Foster Youth Caseworker 3000-3999: Employee Benefits Title IV \$4,765</p>
<p>This action/service was created through Stakeholder meetings and will be new for 18--19. Surveys of FY students. The surveys will be administered to FY students to measure the effectiveness and support in in the areas of academic goals. The surveys will give the FYS a</p>	<p>See Goal 1 action 16 FYS Grant</p>	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
measurement tool of what services are effective for FY. Also it will identify what successes can be build upon and what needs improvement. This will provide data for what additional assistance FY need.		
This action/service was created through Stakeholder meetings and will be new for 18-19. The FYS data technician will review district's dashboards to review areas of concern or that need assistance. This will provide the FYS program with information needed to support districts. The Dashboard data will give FYS a clear picture of what supports and training are needed to support them, providing additional support to districts to support their FY.	See Goal 1 action 16 FYS Grant	
This action/service was created through Stakeholder meetings and will be new for 18-19. FYS will administer a standardized survey that our program can use to gain feedback from our partners in the schools, county/community service providers and consumers (caregivers and FY students). The survey will be administered annually and results reviewed for guidance in program changes. This will provide FYS the data to build upon success and make changes for areas of improvement. The data will provide FYS with a clear picture of what additional assistance is needed for service providers supporting FY.	See Goal 1 action 16 FYS Grant	
The FYSCP director and FY data technician will evaluate the final Dashboard results as well as the FYSCP survey results to further identify any gaps in services and or new program elements that may need to be developed in order to address newly identified needs.	Included Goal 1 Action 16	

Goal Analysis

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

5800 Professional/Consulting Services and Other Operating Expenses: The annual licensing fee for the Foster Focus Data Management system was only \$1,500. We had set aside a padding in case there was a hike in the licensing fee which there was not.
4000-4999 Books and Supplies: more material were needed for the trainings as additional school staff attended the trainings.

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

The overall implementation for goal #2 has been moderately to highly successful. The HCOE/FYSCP once again accomplished or expanded our initiatives which has lead to an overall increase in the capacity of our schools and key agency partners to better support our foster youth students throughout the county. Major initiatives for this year: 1) Renewal of the Foster Focus Data System MOU and expansion of the participants who have access to the system; 2) Renewal of the Title IV E MOU with Humboldt County DHHS by which the FYSCP leverages federal monies to support HCOE/FYSCP staff (including the FY Education Caseworker who is co-located with Child Welfare Services and teamed up the CWS Education Liaison staff member to expand the capacity of services). Through this collaboration we were able to expand our formal "Notification" process which is a system set up to keep the school liaisons informed in a timely manner regarding the status of any youth entering the foster care system, change in placement, change in program status, change in education rights holder, and/or exiting the dependency and juvenile justice systems, and IEP/SPED status; 3) Renewal of the Foster Youth Transportation MOU between the Humboldt County DHHS/Probation and the Districts and Charter Schools to better improve school stability through "School of Origin" and transportation supports; 4) the HCOE/FYSCP was able to continue to provide professional development, technical assistance, and training for all LEAs even during the onset of the COVID-19 pandemic via virtual zoom and webinar trainings. Case consultation from the HCOE/FYSCP to LEAs, county, tribal, and community agencies was maintained despite the challenges of the pandemic. By far and away the most important indicators of our programs' effectiveness can be drawn from the data presented by the state CDE FYSCP program in a report submitted to the California legislature in 2020, California Department of Education Report to the Governor, the Legislature, and the Legislative Analyst's Office: 2020 Foster Youth Services Coordinating Program Report. The report highlights educational outcome data for foster youth students. The data presented is from the 2017-18 and 2018-19 years and provides a comparison at the state level as well as county by county with regards to data collected for LCFF and the California School Dashboard. Overall the data indicates that at the state level foster youth students are beginning to close the achievement gap with their non foster youth peers. The data for Humboldt County has some positive results as well: 1) CAASPP ELA, showed improvement by over 2% (Met or Exceeded); 2) CAASPP Math, improved by 5% (Met or Exceeded); 3) Suspension Rate dropped by 2%; 4) Expulsion Rate dropped by .05 to none; 5) Chronic Absence Rate dropped by 5%; 6) Attendance Rate fell by 1%; 7) Juvenile Detention Rate increased by 1.7%; 8) Graduation Rate increased by 8.9% (71.1% to 80% which is among the highest in the state for foster youth students!); 9) Dropout Rate fell by 5.9% (among the lowest rates for foster youth in the state 23% to 17.1%); 10) Transition to Higher Education Rate increased by 6.9%. Our FYSCP program is looking forward to building on our successes over the last few years and will continue to expand the capacity of Humboldt County Schools, and other agencies to better support our students in the foster care/juvenile justice system with their educational endeavors.

Goal 3

Expelled youth that are enrolled in a HCOE CCS program will be informed of their expulsion stipulations, the requirement to return back to their district of residence, and their individual progress towards that goal quarterly. Districts will become aware of policies and procedures for serving expelled youth as outlined in the county-wide expulsion plan and through on-going communication with CCS administration.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CALPADS records of transfers of expelled students referred to HCOE CCS. 19-20 5 expelled youth will return to their DOR upon completion of their expulsion timeline Baseline 0 expelled youth returned to their DOR by the end of first semester	8 Youth were expelled from their DOR 0 Youth returned to their district

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
CCS Staff will ensure expelled youth and their parents are apprised of the requirements to return to their district of residence at enrollment, and each semester following enrollment.	Included in Goal 1 - Action 1	
Staff will meet monthly to communicate about currently enrolled expelled youth to ensure all staff are aware of who they are and their specific needs to return to the DOR.	Included Goal 1 - Action 1	
Attendance, behavior, and credit completion data will be monitored quarterly for all expelled community school students by the registrar.	Included Goal 1 - Action 1 and 9	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
CCS Staff referred expelled youth back to their District of Residence upon meeting expulsion requirements outlined in the expulsion agreement.	Included Goal 1 - Action 1 and 9	
Mileage reimbursement for parents that don't have access to public transportation yet still need to get their child to a community school.	Transportation 5000-5999: Services And Other Operating Expenditures LCFF \$500	Transportation reimbursements 5800: Professional/Consulting Services And Operating Expenditures LCFF \$1,424
CCS Principal coordinates a team of District representatives willing to collaborate and work together on implementing a county-wide system for coordinating services for expelled youth and for awarding partial credit for course work.	Included above Goal 1 - Action 16 LCFF	
CCS Program Manager will continue to coordinate actions and services related to all expelled youth who attend CCS to include trauma--informed practices implementation, PBIS implementation, SARB, and Parent Project.	Included Goal 1 - Action 8 LCFF	
CCS Administrator will schedule bi--annual expulsion committee meetings to review numbers of expelled youth potentially referred to CCS and/or other local alternative programs to stay abreast of potential SPED caseload issues and develop strategies to work collaboratively to address these potential concerns.	Included above Goal 1 - Action 16	

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 budgeted for actions/services in goal 3 were utilized.

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

The overall effectiveness of the actions and services was successful in supporting Goal 3. All expelled youth were apprised of the requirements to return to their district. Meetings were held at the semester break to review the progress towards a return to their school district. The overall expulsion referrals in the 19-20 school year decreased. It is apparent that school districts in Humboldt County have implemented more MTSS efforts to ensure students have more support in their DOR. In the 18-19 school year there was

a total of 13 expulsions, but in the 19-20 school year there was a total of 8 expulsions. In the 19-20 school year no youth returned to their district of residence. Due to the school shutdown students chose to stay with Community schools to finish out the school year. Of the eight expelled youth: two graduated from CCS, two are still enrolled in CCS and have chosen to not go back to their DOR, and two moved out of the area. It is always the goal of CCS to prepare expelled students to return to their DOR; however, many of the expelled youth decide to stay with CCS and continue their education. The alternative setting and supportive services in CCS are a good match for students needing more individual support than a comprehensive school setting can provide.

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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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.

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

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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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.

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

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase Personal Protective Equipment (PPE) to enhance health and safety for staff and students; provide enhanced sanitation to classrooms, office space, and school offices.	\$12,255	\$5,468	No

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.

Not all funds budgeted for PPE supplies were spent due to utilizing PPE dispersed from CDE and offered through HCOE.

Analysis of In-Person Instructional Offerings

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

All in-person instruction was carefully planned with guidance from local Humboldt County Public Health. All HCOE CCS sites followed a School Site Specific Protection Plan (SSSPP), that were reviewed and approved by public health. Offering in-person instruction has been a top priority for HCOE CCS. HCOE CCS operates three community schools and one court school throughout the county. The students we serve typically are credit deficient and are at-risk of not graduating. The CCS programs are schoolwide Title-1 programs with a high percentage of McKinney-Vento youth. It is imperative that CCS offered in-person instruction as we serve some of the county's most vulnerable students. Local Public Health set guidelines for the schools to adhere to and offer a safe in-person learning option. The 20-21 school year started off as distance learning for all students and we added in-person instruction in increments and added a hybrid classroom cohort model for students as of October 12th, 2020. Three instructional models were offered to students and families: In-person instruction, hybrid classroom, and full distance learning. The classroom program hybrid cohort model provided students with two days of on-campus learning with three days of online distance learning and asynchronous learning and assignments. The independent study programs provided students with weekly in-person one-on-one appointments. Full distance learning was offered to families that requested this option. All coursework is accessed through Google classrooms and other online platforms with the combination of teacher-led, online direct instruction via Zoom. Only nine families chose to participate in full distance

learning. The majority of our students benefit from in-person instruction and time on campus and tend to struggle with online learning only platforms. There were many successes this year in spite of all the challenges. Staff and students acclimated to the safety precautions on campus quickly and worked diligently to keep everyone safe. CCS staff utilized an online daily symptoms check-in/tracker, the Qualtrics system. This provided a systematic approach to have staff check symptoms daily. The teachers screened and logged all students daily as they arrived on campus. Daily cleaning routines and health safety standards were set and followed. All classrooms had Merv-13 filters installed, hand sanitizing stations, COVID-19 informational signs, etc. Weekly site meetings focused on safety protocols on campus and revising routines as needed.

Many CCS students continued to struggle with disengagement and attendance issues during the pandemic. CCS has implemented MTSS into our programs. A weekly Tier II Intervention Casing meeting reviewed students who were struggling with academics, attendance, mental health, and other concerns. This provides the students with a more targeted level of support on an individual needs basis. Student are reviewed and cased until needs are met or they require a Tier III service and intervention. This provided a resource to ensure students of concern were being monitored and offered more support. CCS offered more basic needs supports, such as gas vouchers, food boxes, basic needs kits, and grocery vouchers to students and families. All families were apprised of support services available to them and were connected accordingly. Many families requested support and services ongoing throughout the year that typically have not needed support in prior years.

Students and families reported that having in-person instruction was not only beneficial, but crucial for many of our students. CCS students were less engaged with their school program when only distance learning was provided. Overall credit production and attendance in online zoom classes were much lower in the first quarter. Once CCS offered in-person hybrid cohorts students began to engage more. CCS offered incentives, multiple modes of instruction and credit recovery coursework to engage students and families. We saw the most academic success once students were on campus for a longer period of time and had more opportunities to practice normal school routines and hands-on learning. After the second semester CCS students had better attendance rates and credit production.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of additional devices and technology (i.e. Chromebooks and hotspots) for students and staff to use during distance learning. These devices principally benefit low-income, EL, and Foster Youth students who do not have access to this equipment.	\$40,116.00	\$52,131	No
Purchase online curriculum for distance learning options which support ELD and differentiated instruction.	\$3,600	3,650	Yes
Online curriculum platform (APEX)	\$10,000	\$10,000	No
Online Social Emotional Curriculum to support overall mental health wellness for students	\$5,000	\$4,975	No

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

Total funds budgeted for technology devices were greater than anticipated. The district needed more internet hotspots and Chromebooks than originally budgeted.

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.

CCS had many successes and challenges in implementing our distance learning program. Staff quickly embraced the need to adjust to distance learning with online classrooms and curriculum. Early on in the school shutdown, stakeholders identified the need for a variety of offerings with our distance learning program. Many of our students have restricted access to technology and connectivity due to the rural area they reside in. Many of our students requested paper packets only due to living in remote areas and preference of learning style. The district utilized multiple online platforms including: APEX, NEWSELA, BASE Education, Google classrooms, and many other educational support apps and websites. All CCS curriculum was accessible on Google Classrooms. Teachers also utilized printed materials, textbooks, copies of reference materials and unit specific instructional packets. The main goal was to support students in their preferred method of instruction while encouraging them to engage in online offerings as applicable. Many students did very well with the online offerings and were able to stay engaged and make progress in their courses. Although some students did well

with distance learning, there were many students who completely disengaged with any efforts this school year. All outreach and reengagement strategies were tried, collaborative partners were utilized, and yet some students did not engage in any efforts.

Students with disabilities continued to receive their services and supports as outlined in their Individual Education Plan (IEP). The delivery of the Specialized Academic Instruction (SAI) was delivered via online platforms, over the phone, and by consultation. IEP meetings were held to discuss and identify the preferred method of SAI delivery. Individual Distance Learning Plans were developed at IEP meetings and adjustments were made based on individual student needs. Additional IEP meetings were held to discuss progress, attendance concerns, and mental health concerns. Supports were identified and implemented by the IEP team. CCS SPED staff, the administrator, and school psychologist met regularly to identify IEP youth who needed more targeted supports and interventions.

CCS has a very small number of EL students enrolled. The EL Coordinator worked with teachers to ensure their curriculum had appropriate ELD supports embedded. Virtual tutoring and one-on-one appointments were made for students needing more support.

CCS has a strong relationship with the HCOE FYS program, and continued to utilize their services for our Foster and McKinney-Vento youth. CCS has significant population of students identified as McKinney-Vento. The McKinney-Vento Liaison worked directly with teachers and families to identify barriers and connect them to local supports and resources. Online virtual tutoring was provided to identified students.

Student participation was an ever challenging component of distance learning. CCS staff utilized our MTSS, PBIS, and a student outreach team to maximize engagement and identify barriers to success. Lack of participation, engagement, and attendance issues continued to be a struggle for many students. CCS identified reengagement strategies to be utilized for students who were continually disengaged or continued to have truancy issues. Re-engagement strategies included: calls home, text messages, parent meetings, home visits, SST meetings, SART meetings, SARB referrals, and additional IEP meetings.

Distance learning professional development opportunities was an integral part of implementation of the distance learning classes and coursework. HCOE provided many opportunities for teaching staff to access PD opportunities to strengthen distance learning curriculum and strategies. Teachers were able to access PD through the Humboldt Education Resource Center (HERC) which offered a series of ongoing distance learning PD. CCS staff also participated in multiple trainings specific for CCS staff and geared towards our specific needs. Some of the trainings included: Google Classrooms, Zoom Basics, Teaching the Reluctant Learner, NEWSELA Online Curriculum, BASE SEL Curriculum, and Equity in the Classroom.

Access to computer devices and hotspots were a priority to distribute to all CCS students. HCOE CCS purchased and received 150 Chromebooks and hot spots. The goal was to be able to have all students have access to a Chromebook and hot spot. Many students and families reported lack of access to internet and the hot spot connections were needed to access online classes and distance learning courses. All Chromebooks had school issued student emails, educational apps, and links to Google classrooms installed. CCS provided technology support to any student who experienced technology issues. Tutorials for parents and students were sent home and all computers had a "tech help line" number to call and access support.

Staff roles and responsibilities primarily stayed the same. CCS worked collaboratively to ensure students needs were being met.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Instructional Aides to support classroom instruction, distance learning, and learning loss. Instructional aides support the students who may need more in-depth one-on-one support.	\$379,724	\$290,044	Yes
Purchase IReady, online assessment tool to measure learning loss and support curriculum instruction.	\$5,000	\$5,000	No

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

The budgeted funds for instructional aides was less than anticipated. There was an instructional aide position that was left unfilled this school year due to now applicants.

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.

CCS utilized a comprehensive approach to measure pupil learning loss in 20-21 school year. CCS instructional staff not only focused on academic assessments, but also a broad set of indicators which included students access to technology, internet connectivity, food and housing insecurities, social-emotional needs, formative assessments, CAASP Interim assessments, curriculum based assessments, and current coursework completion. Teachers utilized these methods of assessments to guide instruction and assignments for students. Teachers offered virtual office hours for individual support and interventions. Both classroom hybrid cohorts and independent study students were offered individual support in person or online to receive supplemental instruction in academic areas of concern. It was evident that students did better when they received their instruction in person. CCS typically serves students that are academically behind, credit deficient, and at-risk of not graduating and when students are on campus they typically do better. The one-on-one and small group skills retainment groups were the most effective with students and we saw the most progress. CCS students receive an individualized learning plan which focuses on their academic needs and are created with assessment results, course completion needs, learning styles and student preference. The individualized approach to instruction is the foundation of our alternative education program and is designed to support the individual needs of our students.

Teachers used the same strategies for EL students with added ELD support. All identified EL students received ELD support that correlates with their last ELD level on the ELPAC assessments. In the 19-20 school year the ELPAC test was suspended and current

results were not available. Teachers utilized informal and formative assessments to measure learning and loss and areas for support. Students were able to take the ELPAC test this year and we will have access to scores in the 21-22 school year to guide instruction and supports.

CCS utilized extra supports for our identified McKinney-Vento and Foster youth students. One-on-one tutoring and extra office hours were provided by instructional staff, the McKinney-Vento Liaison, and the FYS Caseworker. The extra support was offered both in-person and virtually.

The effectiveness of the efforts to address the pupil learning loss were measured by collecting and reviewing assessment data. Teachers utilized ongoing-teacher-based formative assessments, analysis of individual student work, and course completion to guide student needs and instruction. Instructional staff also utilized local assessments results with pre- and post-tests which measured growth in language arts and mathematics. Teachers measured progress on credits and coursework completion for each student and provided weekly feedback to students on progress. Students that were not making academic progress were identified and SST and SART meetings were scheduled and educational needs were addressed.

CCS will continue to offer a 2021 summer school program to support credit recovery, and is planning on providing more opportunities for CCS students pupil loss and credit recovery. The summer school will include targeted groups of students with similar needs for skills retainment groups.

Many students struggled having less access to school and more virtual educational offerings this school year. We anticipate more 5th year seniors in the next school year.

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.

The district understood the impact of COVID-19 on both student and staff mental health and prioritized access to resources and supports. Mental health, including social and emotional well-being was an important area of focus this school year, for both students and staff. CCS utilized prevention and intervention efforts to support emotional wellness.

CCS staff was offered professional development opportunities in regards to self-care, compassion fatigue, work/life balance, and strategies for resilient teachers. These PD opportunities were planned during the in-service staff development days. SELPA offered ongoing confidential support groups for teachers and classified staff. To support students staff received training in trauma-informed approaches, PBIS, mental health supports, tiered interventions, and suicide prevention.

CCS utilized a Multi Tiered Systems of Support (MTSS) for interventions with our students. CCS utilized an online SEL program called BASE education. Students were assigned modules to support areas of concern. The AOD counselor provided instruction around mental health wellness, suicide prevention, and connection to local mental health resources. Teachers and support staff closely monitored students' participation and referred any students of concern to the Tier II Casing meetings. As students were identified as needing more mental health supports, meetings with parents/families were set up and referrals to a higher level of mental health support were made to CCS utilized Bridges to Success - a school based counseling program, and Children and Family Youth Services and Transition Aged Youth Services. Some students requested to speak to the AOD counselor and met with him regularly over zoom and in-person.

IEPs were held to address the needs of students with disabilities. Many of the youth reported increased anxiety and social/emotional concerns. IEP teams met and discussed appropriate supports to be provided in the IEP. Many of the students with IEPs utilized Educationally Related Intensive Counseling Services (ERICS) clinician support and services. SELPA behaviorists were brought in as applicable to support behavior plans and strategies.

CCS utilized the SELPA Parent Training and Support Groups as a resource for parents/families to gain more support and tools. The trainings focused on warning signs of anxiety, depression, and lack of engagement in their children. The trainings were held with a goal of supporting families in identifying and accessing community resources in regards to mental health supports. HCOE CCs also co-sponsors The Parent Project - a free, 12-week long skills-based training to support parents with challenging teens. All classes and support groups were held online and offered in the evenings to be able to serve more families.

Emotional well-being and mental health was a main priority for the 20-21 school year. CCS was able to support students and families as needs were identified. Staff spent a significant amount of time focusing on students' mental health and emotional well-being. At times it became evident that focusing on emotional well-being was more important than academic progress. It is also evident that planning for the 2021-22 school year will continue to have an emphasis on supports for mental health and emotional well-being. As students get back to being on campus next school year we will continue to focus on MTSS and tiered intervention services.

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.

Student and family engagement was a crucial piece in our plan for the 20-21 school year. Many of our students at CCS have a long history of truancy and school failure which can be a barrier at times. CCS has built-in structures to support student and family engagement and we added new strategies during the 20-21 school year to meet the changing needs of our families. CCS utilized re-engagement strategies and tiered interventions to support engagement. Students and their families were invited to an individual intake appointment to register for school at the start of the school year. All meetings and enrollment forms are available in both English and Spanish, and translators were in attendance as needed. At the intake meeting, families were provided with detailed information on the expectations of distance learning, hybrid cohorts, credit reviews, and safety protocols. During this initial meeting, families identified barriers and CCS provided a connection to appropriate resources. Students who were identified as McKinney-Vento or Foster Youth were connected with the appropriate liaison for added support and resources. CCS provided more support this year in the form of gas vouchers, food vouchers, and food boxes to families who identified the need. Many families reported that they needed more support with basic needs than in prior years.

CCS utilized the attendance and work-production tracking system to ensure students were keeping up with their attendance and work production. Students received daily phone calls if they were absent or not logged into the online instruction. CCS utilized the Remind App to send out daily reminders for online class schedules and important updates. Students who were chronically absent or had truancy concerns received more targeted reengagement strategies which included home visits, text messages, phone calls, SART meetings, and mailed notifications. These students and families were also connected to appropriate support staff which included the Alcohol and Drug Specialist, Student Assistance Counselor, Foster Youth/Homeless Youth Liaisons, and the PBIS Program manager. CCS worked with families to determine barriers to consistent engagement with scheduled SART meetings and SST meetings. This group of personnel delivered diverse re-engagement strategies and established communication with the families about supports being provided. CCS utilized the School Attendance Review Board (SARB) for students who continued to have chronic absenteeism and needed a higher level of support and accountability. SARB was a great resource for our students and the majority of students who went through the SARB process showed improvement in attendance and engagement.

CCS also utilized PBIS and incentives to gain student interest and promote positive reinforcements for student engagement. Many students did well, met their goals and continued to progress academically. CCS held a Family Night in October 2020 following all health and safety protocols. Families were invited to a drive through family dinner night. Families were provided with dinner, an opportunity to meet with staff, and a survey to provide feedback about school offerings. This Family Night was successful and had a good turn out of families. The surveys provided CCS with valuable information on family needs, student engagement, and identifying barriers. With less face to face offerings for families and students we have relied on more surveys to gain valuable feedback. CCS has planned another outdoor, socially distanced, Family Night for May of 2021. The goal is to connect families and students to their school, meet staff, share ideas, gather feedback, and strengthen the school-to-family connection. CCS has also planned a virtual stakeholder

meeting to present the annual update from the 19-20 LCAP, the 20-21 LCP, and gather feedback for the creation of the 21-24 LCAP. It is our goal to gather feedback and engage in meaningful discussions to create opportunities that serve our students' needs.

Analysis of School Nutrition

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

School nutrition was a top priority for the 20-21 school year. All staff was trained in safety protocols for COVID-19 safety requirements and meal distribution was planned in accordance to health and safety guidelines. Court school meals are provided by the juvenile hall facility; there was no change in their school nutrition program. CCS offered nutritionally adequate school meals, food vouchers, and connection to local food resources to students during distance learning and in-person instruction. School meal applications are distributed during intake meetings. The CCS registrar utilizes the direct certification system to ensure all students who qualify for free and reduced meals will be properly identified. If a student does not qualify for free and reduced lunch they still have access to school breakfast and lunch. The district orders extra to provide to students who are in need. CCS utilized multiple methods to link students to meals in the community. We provided the students with updated information on local districts that provided "Summer Meal" programs that were offered throughout the county. Many of the CCS families live in remote rural areas and needed to utilize their district of residence meal drop off program. All HCOE CCS students were eligible to receive these free meals from their districts of residence. Community schools continued to utilize local school districts for our food vendors. Meals were offered to families at school sites daily. Bagged lunches and breakfasts were provided for students to take home with them and were distributed daily. CCS also worked collaboratively with the local food banks and delivered food distribution boxes for identified families that requested the support. CCS also provided food vouchers for identified low-income, McKinney-Vento/Foster Youth. Families reported that access to nutritional food options were of high importance this year. CCS typically does not offer food vouchers to families, but through surveys and stakeholder feedback it became evident that we need to provide alternative school nutrition options during this school year. Families reported that the combination of lack of transportation, more time at home, less access to school, and COVID-19 restrictions made access to food more challenging. At our Garberville site, students and families were offered food boxes, grocery vouchers, and connection to local food bank resources.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Program manager provides implementation and oversight to the MTSS and PBIS efforts. The program manager also manages the tiered interventions and weekly casing meetings. (.50 FTE)	\$84,790	\$84,738	Yes
Distance Learning Program (Continuity of Instruction)	21st Century Learning Technician provides staff and students with support in online instruction and distance learning offerings. Provides ongoing professional development for staff in regards to technology implementation and curriculum design. Students are provided with technology support and engaging curriculum.	\$77,884	\$82,819	Yes
Mental Health and Social and Emotional Well-Being	Two Student Assistance Counselors (SAC) provide tiered interventions with brief counseling, goal setting, connection to resources, mental health referrals, and one-on-one support services. The SAC provides outreach to families, home visits, and supports student attendance efforts. (2.0 FTE)	\$167,576	\$165,372	Yes
School Nutrition	Free Breakfast program for all students at Eureka Community School. Lunch provided to both Eureka and Eel River Community School sites. Staff will provide drop off food for families as identified and requested.	\$54,065	\$3,183	Yes
Pupil Learning Loss	Provide summer school program to support loss of learning and support on-time graduation for at-risk youth.	\$45,513	\$49,625	Yes
School Nutrition	Shelf stable food provided to Garberville Community School students and families. The program is an independent study program which is	\$5,000	\$3,500	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	not required to provide lunches. With the hardship on families, during COVID-19 shutdowns, CCS staff will provide lunch to all students while on campus and supplemental food boxed to take home.			
In-Person Instructional Offerings	Transportation provided to identified families. CCS program will provide families with bus tickets, mileage reimbursements and gas cards to support students with in-person instruction.	15,500	\$14,230	Yes
Pupil Learning Loss	Instructional Aides will support students instruction by providing more one-on-one support. Students will be identified by teachers who can benefit from more targeted academic support. Instructional aides will support ELD curriculum, provided by teachers for EL students.	\$379,724	\$221,273	Yes

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

The school Nutrition action actual expenditure was less than budgeted. With Covid-19 hybrid cohorts in place this year the district served less students on campus daily. This resulted in food distribution to be implemented in alternative ways this school year. HCOE CCS still provided lunches to student's on campus; however, the number of students on campus each day was significantly smaller. This year the district utilized the DOR school lunch programs that our students could access in their neighborhoods while at home. We delivered food boxes to identified families and those that requested support. The district also provided "family friendly" food gift cards to local supermarkets.

The Pupil Learning Loss action expenditure (Instructional Aides) was less than budgeted due to a vacant position not being filled. One court school closed down last school year and one position was left unfilled which resulted in less expenditures for the year.

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.

This 20-21 school year has made a significant impact on the planning for the upcoming 21-24 LCAP in many areas. The focus on student learning loss, school engagement, MTSS supports, and social emotional health and well-being will be priorities in the 21-24 LCAP.

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

Pupil learning loss will be a significant focus in the 2021-24 LCAP for students with unique needs. CCS will utilize local assessments, standardized testing scores and data to identify individual student needs. HCOE CCS has a very small percentage of EL students. Students identified as EL will receive ELD support that correlates to their ELD level as tested on the ELPAC. All EL students will have ELD support in their courses, small group skills instruction, and additional academic support from the instructional aide in the classroom. Students on IEPs will receive supports and services as outlined in their IEP. Additional IEP meetings will be held for students who have not made academic progress and met their IEP goals. Students on IEP's will receive support during their SAI time. IEP youth that need more academic support will have increased time with the SPED instructional aide to work on individual student need. We will continue to work with the SELPA as needed for youth to receive more specialized services such as ERICS counseling, Behavior Specialist Consultation, and other services as needed. Students identified as McKinney-Vento/Foster Youth will be assigned to a liaison/caseworker to ensure needs are being met. The liaisons work collaboratively with the instructional staff to ensure the students needs are met.

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.

The school Nutrition action actual expenditure was less than budgeted. With Covid-19 hybrid cohorts in place this year the district served less students on campus daily. This resulted in food distribution to be implemented in alternative ways this school year. HCOE CCS still provided lunches to student's on campus; however, the number of students on campus each day was significantly smaller. This year the district utilized the DOR school lunch programs that our students could access in their neighborhoods while at home. We delivered food boxes to identified families and those that requested support. The district also provided "family friendly" food gift cards to local supermarkets. The Pupil Learning Loss action expenditure (Instructional Aides) was less than budgeted due to a vacant position not being filled. One court school closed down last school year and one position was left unfilled which resulted in less expenditures for the year.

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.

Through stakeholder feedback, annual update meetings, and student outcome data, HCOE CCS has identified areas to include in the development of the 21-24 LCAP. Stakeholder feedback identified several areas of focus for the three year plan. Additional temporary teaching staff and instructional aides will be hired to support learning loss and targeted academic interventions. There will be a focus on more CTE offerings, job readiness skills, student internships, and work-based learning. Another area is providing more after school opportunities for students to recover credits towards graduation. Stakeholder feedback also highlighted the need to adopt more culturally relevant curriculum and begin the process to adopt an ethnic studies curriculum. An important area of focus is also student mental health and emotional well-being.

Student outcome data shows that chronic absenteeism and truancy continue to be a concern for our CCS students. The 19-20 data show that 35% of CCS students are considered chronically truant. Data shows that our students with disabilities (SWD) who participated in work experience was down 20%. Due to COVID-19 restrictions the students had less access to work experience opportunities. Providing more work experience and paid internships for SWD will be an action item. Graduation rate will be an area of focus on the upcoming LCAP. There are many students who need an extra school year to complete graduation requirements. The 19-20 graduation rate was 79% and the 20-21 graduation rate will be determined. CCS will focus on providing extra one-on-one support, tutoring resources and extended school opportunities for our students. An area of focus will be the expansion of our Humboldt Hydro Farm CTE program. The HHF program is now an official CTE course and will develop an industry certified certificate program and provide a meaningful work experience program for CCS youth. CCS will continue to strengthen the collaboration between HCOE and local charter schools to provide more students with a high-quality CTE course.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	3,710,048.00	3,413,085.63
	558,010.00	1,500.00
CSI Grant	178,698.00	115,151.00
Federal Funds	0.00	7,886.00
FY Grant	10,500.00	0.00
FYS Grant	0.00	219,693.63
LCFF	1,940,592.00	2,161,781.00
LCFF Supplemental and Concentration	535,077.00	287,582.00
Lottery	6,375.00	7,511.00
Low-Performing Block Grant	3,952.00	3,952.00
Other	0.00	50,390.00
Special Education	412,424.00	290,352.00
Title I	64,420.00	200,109.00
Title IV	0.00	49,571.00
Tobacco-Use Prevention Education	0.00	17,607.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	3,710,048.00	3,413,085.63
	3,171,842.00	0.00
1000-1999: Certificated Personnel Salaries	114,698.00	1,226,881.00
2000-2999: Classified Personnel Salaries	0.00	691,235.63
3000-3999: Employee Benefits	0.00	1,071,318.00
4000-4999: Books And Supplies	13,043.00	46,717.00
5000-5999: Services And Other Operating Expenditures	164,721.00	132,534.00
5700-5799: Transfers Of Direct Costs	128,000.00	124,513.00
5800: Professional/Consulting Services And Operating Expenditures	58,752.00	119,887.00
7000-7439: Other Outgo	58,992.00	0.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	3,710,048.00	3,413,085.63
		340,470.00	0.00
	LCFF	1,881,614.00	0.00
	LCFF Supplemental and Concentration	487,334.00	0.00
	Special Education	412,424.00	0.00
	Title I	50,000.00	0.00
1000-1999: Certificated Personnel Salaries	CSI Grant	114,698.00	11,405.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	1,013,997.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	178,559.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	22,920.00
2000-2999: Classified Personnel Salaries	CSI Grant	0.00	45,406.00
2000-2999: Classified Personnel Salaries	FYS Grant	0.00	121,925.63
2000-2999: Classified Personnel Salaries	LCFF	0.00	212,233.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	150,649.00
2000-2999: Classified Personnel Salaries	Other	0.00	28,215.00
2000-2999: Classified Personnel Salaries	Title I	0.00	95,570.00
2000-2999: Classified Personnel Salaries	Title IV	0.00	26,536.00
2000-2999: Classified Personnel Salaries	Tobacco-Use Prevention Education	0.00	10,701.00
3000-3999: Employee Benefits	CSI Grant	0.00	26,345.00
3000-3999: Employee Benefits	FYS Grant	0.00	90,168.00
3000-3999: Employee Benefits	LCFF	0.00	597,773.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	0.00	122,318.00
3000-3999: Employee Benefits	Other	0.00	19,499.00
3000-3999: Employee Benefits	Special Education	0.00	111,793.00
3000-3999: Employee Benefits	Title I	0.00	73,481.00
3000-3999: Employee Benefits	Title IV	0.00	23,035.00
3000-3999: Employee Benefits	Tobacco-Use Prevention Education	0.00	6,906.00
4000-4999: Books And Supplies	FY Grant	6,500.00	0.00
4000-4999: Books And Supplies	FYS Grant	0.00	6,100.00
4000-4999: Books And Supplies	LCFF	0.00	23,610.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	4,543.00	3,407.00
4000-4999: Books And Supplies	Lottery	2,000.00	2,536.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
4000-4999: Books And Supplies	Low-Performing Block Grant	0.00	3,952.00
4000-4999: Books And Supplies	Other	0.00	2,112.00
4000-4999: Books And Supplies	Title I	0.00	5,000.00
5000-5999: Services And Other Operating Expenditures		28,948.00	0.00
5000-5999: Services And Other Operating Expenditures	CSI Grant	20,000.00	4,065.00
5000-5999: Services And Other Operating Expenditures	Federal Funds	0.00	7,886.00
5000-5999: Services And Other Operating Expenditures	LCFF	58,478.00	111,906.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	38,500.00	0.00
5000-5999: Services And Other Operating Expenditures	Lottery	4,375.00	4,975.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	564.00
5000-5999: Services And Other Operating Expenditures	Title I	14,420.00	3,138.00
5700-5799: Transfers Of Direct Costs		128,000.00	0.00
5700-5799: Transfers Of Direct Costs	LCFF	0.00	124,513.00
5800: Professional/Consulting Services And Operating Expenditures		1,600.00	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	CSI Grant	44,000.00	27,930.00
5800: Professional/Consulting Services And Operating Expenditures	FY Grant	4,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	FYS Grant	0.00	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	500.00	77,749.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	4,700.00	11,208.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	3,603,871.00	3,295,905.00
Goal 2	105,677.00	115,756.63
Goal 3	500.00	1,424.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$12,255.00	\$5,468.00
Distance Learning Program	\$58,716.00	\$70,756.00
Pupil Learning Loss	\$384,724.00	\$295,044.00
Additional Actions and Plan Requirements	\$830,052.00	\$624,740.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,285,747.00	\$996,008.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$12,255.00	\$5,468.00
Distance Learning Program	\$55,116.00	\$67,106.00
Pupil Learning Loss	\$5,000.00	\$5,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$72,371.00	\$77,574.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$3,600.00	\$3,650.00
Pupil Learning Loss	\$379,724.00	\$290,044.00
Additional Actions and Plan Requirements	\$830,052.00	\$624,740.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,213,376.00	\$918,434.00