

June 15, 2021

APPROVED: DD:br

Board Meeting – June 15, 2021

Item VII. Recommendations

C. Approval of the Local Control and Accountability Plan (LCAP)
(Enclosure)

The Superintendent recommends that the Board approve the Local Control and Accountability Plan.

Per California EC 52060(g) and 52066(g), LACOE's Local Control and Accountability Plan was developed in consultation with teachers, principals, administrators, other school personnel, local bargaining units, parents, students and community partners. This was accomplished through surveys and focus group meetings held on the following dates: March 26, April 27, April 28, May 13, and May 25, 2021

The following revisions from Board feedback received on June 8th are reflected:

- College Credit data is reported by school type (pg.11)
- A-G data is reported by school type (pg.11)
- Advanced Placement Examination outcome for 2023-24 was revised to a 15% increase (pg.11)
- Chronic Absenteeism (K-8) data was added as a local indicator (pg.15)
- Grade Level Equivalency was differentiated to address the opportunity gap (pg.20)

In addition, LACOE staff will develop a local indicator for proportional graduation rate percentage in Juvenile Court (JCS) and County Community (CCS) schools following Dashboard Alternative School Status (DASS) guidelines, using the total number of 12th grade students who were enrolled 90 calendar days and graduated while they were with LACOE. Further, College Credit, A-G data and Chronic Absenteeism (K-12) for JCS and CCS will be captured as a local indicator. Revisions will be noted in the Annual Update for the 2021-2022 LCAP.

LCFF Budget Overview for Parents

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

CDS Code: 19101990000000

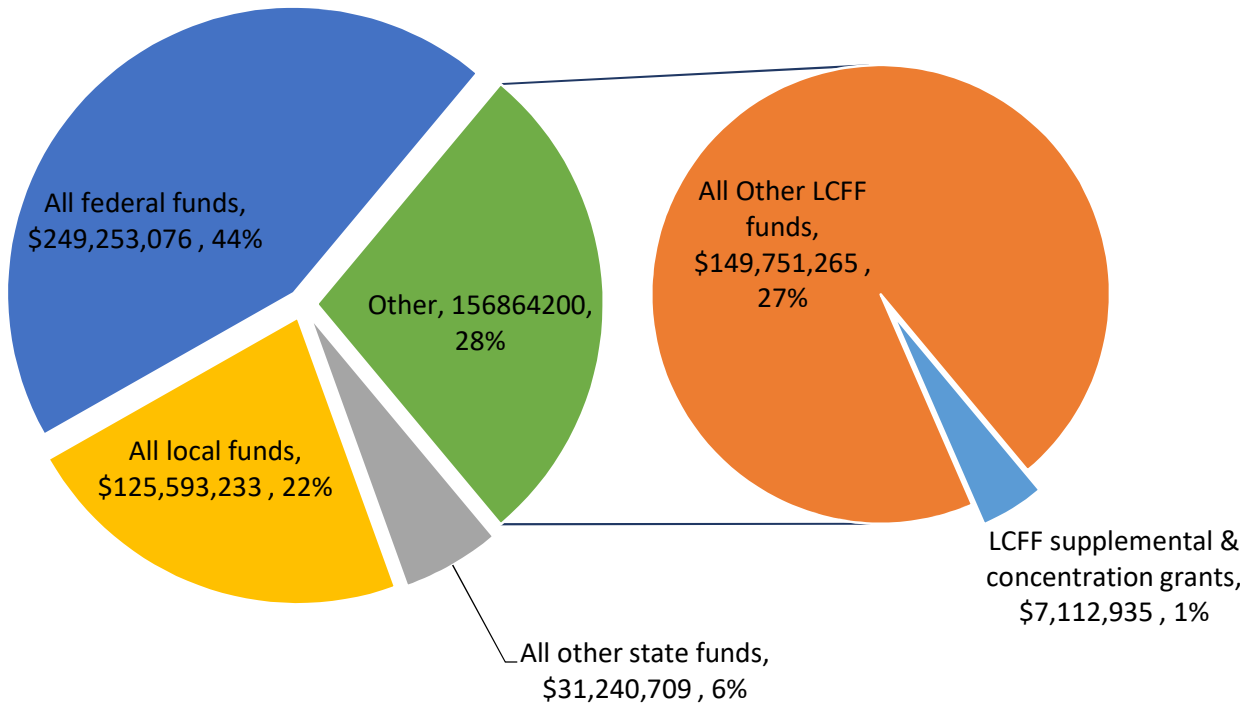
School Year: 2021 – 22

LEA contact information: Jason Hasty, 562-419-6890

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

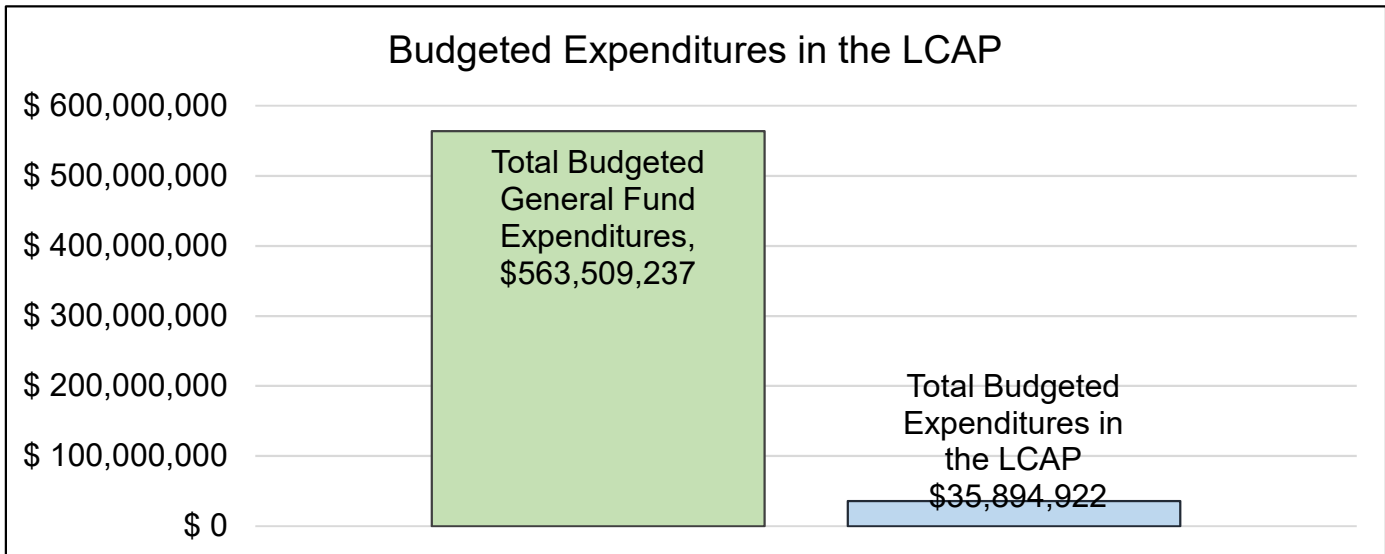


This chart shows the total general purpose revenue Los Angeles County Office of Education expects to receive in the coming year from all sources.

The total revenue projected for Los Angeles County Office of Education is \$562,951,218.00, of which \$156,864,200.00 is Local Control Funding Formula (LCFF), \$31,240,709.00 is other state funds, \$125,593,233.00 is local funds, and \$249,253,076.00 is federal funds. Of the \$156,864,200.00 in LCFF Funds, \$7,112,935.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Los Angeles County Office of Education plans to spend \$563,509,237.00 for the 2021 – 22 school year. Of that amount, \$35,894,922.00 is tied to actions/services in the LCAP and \$527,614,315.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

As a County Office of Education, services are provided to local districts in addition to county administered programs such as the Superintendent’s Office, Communications, Office of General Counsel, Grant Development Office, Board of Education, Personnel Commission, Asst. Superintendent’s Office, School Financial Services, parts of Controller’s Office and Facilities, and parts of Technology Services. In addition, Head Start, Gain/Grow, Title I,II, ABD, Business Advisory Services, and Human Resources.

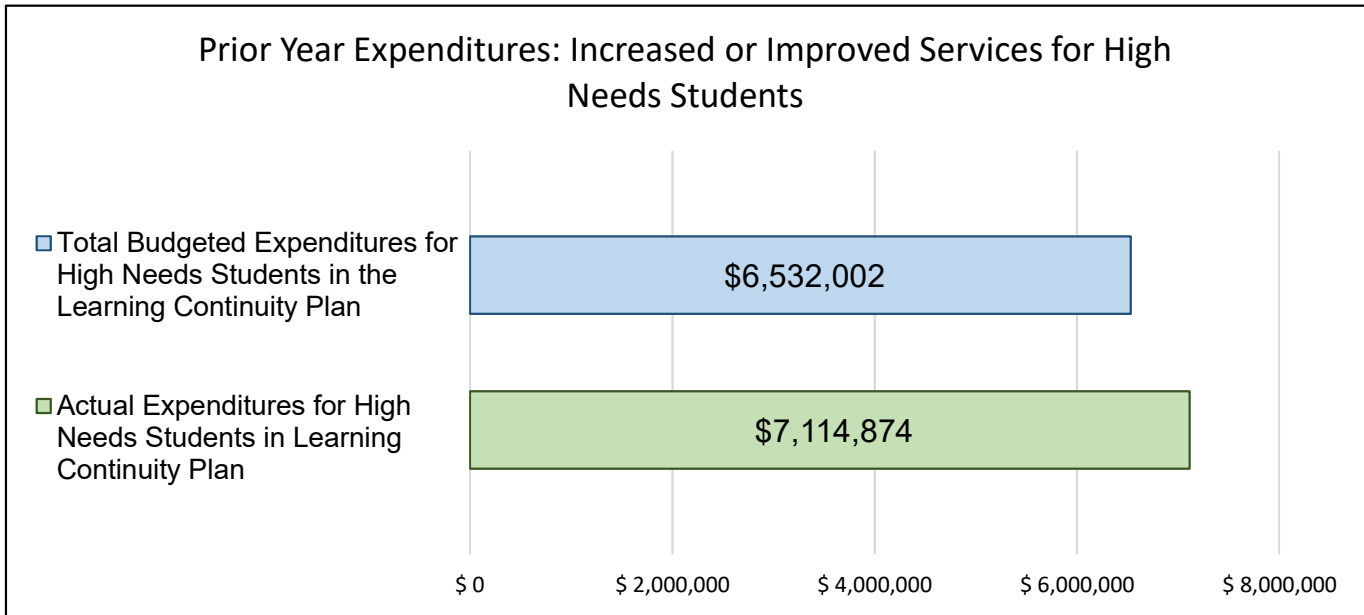
LCFF Budget Overview for Parents

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

In 2021 – 22, Los Angeles County Office of Education is projecting it will receive \$7,112,935.00 based on the enrollment of foster youth, English learner, and low-income students. Los Angeles County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Los Angeles County Office of Education plans to spend \$7,114,874.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

In 2020 – 21, Los Angeles County Office of Education's Learning Continuity Plan budgeted \$6,532,002.00 for planned actions to increase or improve services for high needs students. Los Angeles County Office of Education actually spent \$7,114,874.00 for actions to increase or improve services for high needs students in 2020 – 21.

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Los Angeles County Office of Education	Jason Hasty, Executive Director	hasty_jason@lacoed.edu 562-419-6890

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 students in Educational Programs will have access to a comprehensive plan that:

- * Promotes active parent involvement through workshops, school committees, and staff development
- * Increases student success and achievement by working with stakeholders, including partner agencies, to maximize engagement
- * Increases the percentage of students who complete high school graduation requirements (Juvenile Court Schools and County Community Schools)

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes; 9. Expelled pupils; 10. Foster youth

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Instructional Development Plan.</p> <p>2019-20</p> <p>90% of the Instructional Leadership Team will participate in Instructional Leadership Meetings and professional development training.</p>	<p>This expected outcome derived from the Focused School initiative that existed in the 2016-17 school year. Part of that initiative was that every site have Instructional Leadership Teams (ILTs) at Juvenile Court Schools, County Community Schools, and specialized high schools. Once the decision was made to focus on RTSA for hall schools and County Community Schools, this program was discontinued. However, site-level Planned Learning Communities (PLCs) and site administrator leadership meetings happen biweekly at minimum at all LACOE schools.</p>
<p>PECP Program</p> <p>2019-20</p> <p>Parent participation will increase 10% or more from the baseline year.</p> <p>Evaluate the impact of PECP when families self-report at PECP activities.</p>	<p>For purposes of this update, the 2017-18 school year baseline is 650 participants. Within the same monthly span, PECP had 968 participants in the 2019-20 school year; exceeding the baseline by 49%. In total, during the 2019-20 school year, PECP had 2,209 participants.</p> <p>Based on survey responses, 96.4% of respondents indicated that they are likely to utilize the skills they have learned in the PECP workshops to support their child's learning.</p>
<p>Chronic Absenteeism</p> <p>2019-20</p> <p>County Community Schools chronic absenteeism will decrease by 2% from the baseline.</p>	<p>Chronic absenteeism for the County Community Schools was 20.6% for the 2019-20 school year. This was below the baseline of 22%, established in the 2017-18 school year.</p>

Expected	Actual
<p>Suspension Rate</p> <p>2019-20</p> <p>Specialized High Schools will maintain a suspension rate lower than 5%.</p> <p>Camp schools and hall schools will decrease their suspension rate by 2% from the baseline.</p> <p>County Community Schools will decrease suspension rate by 2%.</p>	<p>The suspension rate was lower than 5% for both LACHSA and IPoly.</p> <p>There was an increase in the suspension rate for the camp schools and hall schools from the baseline of 15%. The suspension rate for the 2019-20 school year at the camp schools and hall schools was 22%.</p> <p>The suspension rate for the County Community Schools decreased lower than 2% from the baseline of 5%. Suspension rate decreased from 10% in 2018-19 to 6% in 2019-20.</p>
<p>Dropout Rate (High School)</p> <p>2019-20</p> <p>High school dropout rate will decrease 4% from the baseline.</p>	<p>The high school dropout rate was higher than the baseline of 12%.</p>
<p>Dropout Rate (Middle School)</p> <p>2019-20</p> <p>The middle school dropout rate will remain less than 1%.</p>	<p>The middle school dropout rate remained less than 1%. This meets the expected outcome for the 2019-20 school year.</p>
<p>Attendance Rate – Specialized High Schools</p> <p>2019-20</p> <p>Specialized High Schools attendance rate will be greater than 95%</p>	<p>Specialized high schools’ average attendance rate was 96.7% in the 2019-20 school year. This is greater than the expected attendance rate and the baseline of 94%.</p>
<p>Attendance Rate – Juvenile Court Schools</p> <p>2019-20</p> <p>Juvenile Court Schools attendance rate will increase by 2%</p>	<p>The Juvenile Court Schools average attendance rate was 92.3%. This is below the expected of 97% and below the baseline of 96%.</p>
<p>Attendance Rate – County Community Schools</p> <p>CCS - Attendance rate increase 2% from the baseline.</p>	<p>The average attendance rate for the County Community Schools was at 76.2% for the 2019-20 school year. This is below the expected percentage of 92% and below the baseline of 87%.</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1.1.1 Monitor parent engagement at the PAUs and provide relevant curriculum that will increase parental involvement and meet their social and civic needs.	\$155,986 – Federal Revenues – Title I – 2000-2999 Classified Salaries; Parent Education Specialist	\$163,314 – Federal Revenues – Title I – 2000-2999 Classified Salaries; Parent Education Specialist
1.1.2. Administer student and parent surveys that measure school climate, connectedness, and academic interests and concerns, as well as is reflective of the LCAPs 10 state priorities.	\$0 – Federal Revenues – Title I – 1000-1999 Certificated Salaries – Cost of Regular Staff Duties	\$0– Federal Revenues – Title I – 1000-1999 Certificated Salaries – Cost of Regular Staff Duties
1.1.3 Collect parent information on a regular basis in order to connect parents to parental engagement opportunities at schools.	\$0 – Federal Revenues- Title I – 2000-2999 Classified Salaries – Cost of Regular Staff Duties	\$0 – Federal Revenues- Title I – 2000-2999 Classified Salaries – Cost of Regular Staff Duties
1.2.1 Parents are provided a Parent Portal access guide instruction in English and Spanish at every PECP workshop. They may use these instructions to set up their parent portal accounts and see their students grades and attendance.	\$155,986 (repeated expenditure) – Federal Revenues – Title I – 2000-2999 Classified Salaries – Parent Education Specialist – (1.1.1) \$308,562 – Federal Revenues – Title I – 1000-1999 Certificated Salaries – Parent Program	\$163,314 – Federal Revenues – Title I – 2000-2999 Classified Salaries – Parent Education Specialist + \$106,848 Federal Revenues – Title I – 1000-1999 Certificated Salaries – Parent Program

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1.2.2. Continue to disseminate school announcements to increase parental involvement through letters, flyers, and invitations mailed to families. Utilize an automated call system to provide parents with reminders of PECP activities as a complementary method of communication to individualized phone calls that build positive relationships with families.	\$0 – Federal Revenues – Title I – 1000-1999 Certificated Salaries – Cost of Regular Staff Duties	\$0 – Federal Revenues – Title I – 1000-1999 Certificated Salaries – Cost of Regular Staff Duties
1.3.1. Use PECP to continue to provide parents with two learning opportunities per month at each PAU.	\$155,986 (repeat expenditure) Federal Revenues – Title I – 2000-2999 Classified Salaries; Parent Education Specialist – (1.1.1)	\$163,314 – Federal Revenues – Title I – 2000-2999 Classified Salaries; Parent Education Specialist
1.4.1. Continue to develop and update a directory of local community resources for parents, guardians and foster parents for civic and social support.	\$0 – Federal Revenues – Title I – 1000-1999 Certificated Salaries; Cost of Regular Staff Duties	\$0 – Federal Revenues – Title I – 1000-1999 Certificated Salaries; Cost of Regular Staff Duties
1.4.2. Collaborate with partner agencies in order to coordinate and provide services to parents in the areas of social, academic and civic needs.	\$0 – Federal Revenues – Title I – 1000-1999 Certificated Salaries; Cost of Regular Staff Duties	\$0 – Federal Revenues – Title I – 1000-1999 Certificated Salaries; Cost of Regular Staff Duties
1.5.1 Evaluate programs that support EL parents such as Rosetta Stone.	\$2,773 Federal Revenues – Title I – 5000-5999 Services and Other Operating Expenses; Rosetta Stone Program	\$0 for Federal Revenues – Title I – 5000-5999 Services and Other Operating Expenses; Rosetta Stone Program. 2019-2020 Rosetta Stone (Title III \$23,529.00 July 2019-June 2020)

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1.5.2. Build capacity within LACOE to communicate with parents and other stakeholders in a second language (Spanish).	\$0 – Federal Revenues – Title I – 1000-1999 Certificated Salaries; Cost of Regular Staff Duties	\$0 – Federal Revenues – Title I – 1000-1999 Certificated Salaries; Cost of Regular Staff Duties
1.6.1. Continue to fund the PBIS coordinator to provide guidance and drive positive change in the areas of pupil engagement and school climate.	\$170,697 – Federal Revenues – Title I – 1000 – 1999 Certificated Salaries; PBIS Coordinator	\$101,214 – Federal Revenues – Title I – 1000 – 1999 Certificated Salaries; PBIS Coordinator
1.6.2. Continue to provide PBIS, nonviolent Crisis Intervention (NCI) and Dialectical Behavior Therapy (DBT) training to all sites to support a decrease in the number of discipline incidents and increase school safety resulting in an improved school climate.	\$1,129,282 (repeat expenditure) – LCFF – 1000-1999 Certificated Salaries; Support Counselors, S/C (3.2.2)	\$1,222,011– LCFF – 1000-1999 Certificated Salaries; Support Counselors, S/C – (3.2.2)
1.6.3. Provide ongoing PBIS, NCI, and DBT training to all staff members in order to decrease the suspension rate and develop a culture of care that will have an impact on safety and school climate.	\$1,129,282 (repeat expenditure) – LCFF – 1000-1999 Certificated Salaries; Support Counselors, S/C – (3.2.2)	\$1,222,011– LCFF – 1000-1999 Certificated Salaries; Support Counselors, S/C – (3.2.2)
1.6.4. Provide professional development opportunities on PBIS, NCI and DBT.	\$170,697 (repeat expenditure) – Federal Revenues – Title I – 1000-1999 Certificated Salaries; PBIS Coordinator – (1.6.1)	\$101,214 – Federal Revenues – Title I – 1000-1999 Certificated Salaries; PBIS Coordinator – (1.6.1)

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1.6.5. Conduct training and professional development on laws, policies, and best practices related to student discipline.	\$82,257 (repeat expenditure) – LCFF – 1000-1999 Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)	\$308,456 - – LCFF – 1000-1999 Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)
1.6.6. Provide regularly scheduled trainings that are based on state and federal laws that connect to assertive discipline and behavior modules in Aeries.	\$82,257 – LCFF – 1000-1999 Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)	\$308,456 – LCFF – 1000-1999 Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)
1.6.7. Promote a school culture that highlights student success through activities, award ceremonies, individual recognition, and other forms of communication.	\$1,343,287 (repeat expenditure) – LCFF- 1000-1999 Certificated Salaries; Support Counselors, S/C – (3.2.2)	\$1,222,011– LCFF- 1000-1999 Certificated Salaries; Support Counselors, S/C – (3.2.2)
1.6.8. Conduct ongoing training and professional development for administrators, counselors, and teachers on developing, implementing, and monitoring student Individual Learning Plans.	\$1,129,282 (repeat expenditure) – LCFF – 1000-1999 Certificated Salaries; Support Counselors, S/C – (3.2.2)	\$1,389,000 – LCFF – 1000-1999 Certificated Salaries; Support Counselors, S/C – (3.2.2)
1.7.1. Utilize support staff to review, plan and provide students with resources and guidance in order to improve their overall attendance and chronic absenteeism. Support staff will review attendance plans and monitoring attendance on a regular basis to impact engagement.	\$82,257 (repeat expenditure) – LCFF – 1000-1999 Certificated Salaries; Additional Certificated Support, S/C (3.2.2)	\$308,456 – LCFF – 1000-1999 Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1.7.2. Use extended learning opportunities to support student achievement through tutoring opportunities for students who are need of academic support.	\$0 – Federal Revenues – Title I – 1000-1999 Certificated Salaries; Cost of regular staff duties	\$43,392 Federal Revenues – Title I – 1000-1999 Certificated Salaries; Cost of regular staff duties
1.7.3. Provide resources and support to students and families through parent conferences, attendance contracts and guidance in order to increase attendance and decrease truancy.	\$1,129,282 (repeat expenditure) – LCFF – 1000 -1990 Certificated Salaries; Support Counselors, S/C – (3.2.2)	\$1,389,000 – LCFF – 1000-1999 Certificated Salaries; Support Counselors, S/C – (3.2.2)
1.7.4. Expand access to college courses to students by contracting with local community colleges and direct students to LA Promise as a method to provide access to higher learning.	\$455,742 (repeat expenditure) – LCFF – 1000-1999 Certificated Salaries; Additional Certificated Support Staff, S/C – (3.2.2)	\$0– LCFF – 1000-1999 Certificated Salaries; Additional Certificated Support Staff, S/C – (3.2.2)
1.7.5. Implement and revise protocols for counselors in order to monitor progress reports related to the students’ goals and Individual Learning Plans.	\$1,343,787 (repeat expenditure) – LCFF – 1000-1999 Certificated Salaries Support Counselors, S/C – (3.2.2)	\$1,222,000 – LCFF – 1000-1999 Certificated Salaries Support Counselors, S/C – (3.2.2)
1.7.6. Use Digicoach to provide instructional feedback to teachers in order to impact academic performance.	\$82,257 (repeat expenditure) – LCFF – 1000-1999 Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)	\$308,456 – LCFF – 1000-1999 Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1.8.1. Monitor and support students with Hi-Set opportunities and resources.	\$1,129,282 (repeat expenditures) – LCFF – 1000-1999 Certificated Salaries; Support Counselors, S/C – (3.2.2)	\$1,389,000 – LCFF – 1000-1999 Certificated Salaries; Support Counselors, S/C – (3.2.2)
1.9.1 Develop and administer student surveys to receive feedback on school climate and pupil engagement.	\$82,257 (repeat expenditure) – LCFF – 1000-1999 Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)	\$308,456 – LCFF – 1000-1999 Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)
1.10.1 Continue to fund the Coordinator I Educational Data to oversee student achievement data related to the ten state priorities.	<p>\$71,484 (repeat expenditure) – LCFF – 1000-1999 Certificated Salaries; Coordinator I – Educational Data, S/C – (3.2.2)</p> <p>\$25,390 (repeat expenditure) – LCFF – 3000-3999 Employee Benefits; Coordinator I – Educational Data Benefits, S/C – (3.2.2)</p>	<p>\$21,445– LCFF – 1000-1999 Certificated Salaries; Coordinator I – Educational Data, S/C – (3.2.2)</p> <p>\$7,617– LCFF – 3000-3999 Employee Benefits; Coordinator I – Educational Data Benefits, S/C – (3.2.2)</p>
1.10.2. Transition Site Data Plan tool data to MS Power BI to report student achievement data.	\$82,257 (repeat expenditure) – LCFF – 1000-1999 Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)	\$308,456 – LCFF – 1000-1999 Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1.10.3. Provide training (ongoing) to facilitate the coordination of data systems and the use of data to inform instruction for foster youth and expelled youth.	\$455,742 (repeat Expenditure) – LCFF – 1000-1999 Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)	\$308,456 – LCFF – 1000-1999 Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)
1.11.1. Continue to utilize support staff in providing training in the area of, but not limited to, Dialectical Behavior Therapy (DBT), Nonviolent Crisis (NCI) and Positive Behavior Interventions and Supports (PBIS) along with research-based strategies to decrease student discipline.	\$82,257 (repeat expenditure) – LCFF- 1000-1999 Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)	\$308,456 – LCFF – 1000-1999 Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)

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 were implemented and exceeded the amount allocated due to Department of Justice mandate to reduce class size at the juvenile court schools. The reduction of class size helped unduplicated students receive additional support from teachers, paraeducators, and counselors. Actions from the LCAP address the support students, including unduplicated pupils, received during the school year to improve their academic performance.

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

Successes

Despite the COVID-19 pandemic, LACOE was able to increase the number of parents participating in PECP meetings from the baseline year. This was done through the efforts of the parent liaisons who created opportunities for parents to participate in online Town Hall meetings to keep parents informed of services students are receiving during distance learning. Parents also had the opportunity to participate in virtual workshops on various topics based on their needs expressed verbally or through surveys. Communication of these events was conducted through phone calls, mail, and text messages to ensure parents of all economic levels were reached.

Another success of this goal was the administration of student and parent surveys throughout the year. The purpose of these surveys was to obtain input on additional supports students and parents may need during the closure of schools. This included academic support, social emotional well-being of students, mental health, nutrition, and technology (devices and Wi-Fi service). The surveys were conducted periodically throughout the year to determine if the systems of support implemented from previous surveys were working and what additional supports students needed moving forward.

Increasing the percentage of graduates from the juvenile court schools and the county community school has also been a challenge. As the number of students at both the juvenile court schools and the county community schools decrease, so has the number of graduates. In the 2018-19 school year, there were a total of 238 students that graduated from both types of schools, and in the 2019-20 school year, there were 218 students. There is a need to now calculate the percentage of graduates instead of a total count to successfully measure growth as the student population decreases.

Challenges

The state's closure of schools due to the COVID-19 pandemic created new challenges rarely experienced at LACOE schools. Ensuring students attended class at the County Community Schools was a challenge. Students in need were provided with devices including hotspots for internet access. Despite making sure all students had a device and Wi-Fi service, some students did not attend class. Based on surveys and communication with the students, they felt disconnected with their teacher and peers in the virtual model of instruction. The lack of interest in instruction during the pandemic for some students affected attendance rates at certain schools at LACOE. All LACOE schools developed systems in place to increase student attendance in the beginning of the pandemic, but even with these systems in place, some students still did not attend class or were not fully engaged in lessons.

Another challenge was decreasing the suspension rate at the Juvenile Court Schools during the 2019-20 academic year. Even though students at the Juvenile Court Schools went to virtual instruction, there were suspensions before the pandemic affecting the suspension rate. With a continuous look at suspension data by the school sites, LACOE office staff, and with the implementation of PBIS as well as other programs, the suspension rate at all LACOE schools will decrease as it has at the County Community Schools.

Goal 2

All students in Educational Programs will have access to a comprehensive plan of innovative schools that:

*Optimize pupil outcome through best practices and a culture of academic excellence.

*Facilitate the implementation and monitoring of a comprehensive Education Plan (personalized) for Expelled Youth (Juvenile Court Schools and County Community Schools) and Foster Youth (All Schools)

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil Achievement; 5. Pupil Engagement; 6. School Climate; 7. Course Access; 8. Other Pupil Outcomes; 9. Expelled Youth; 10. Foster Youth

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Monitor to ensure 100% on meeting the requirements for: sufficient textbooks, credentialed teachers and functional facilities.	All students have access to textbooks. There are still 79 teachers that are without a full credential. Students and staff have access to functional facilities.
Monitor that 100% of students have access to appropriate courses as measured by the students' Individual Learning Plans. Expand the number of CTE courses offered at sites. Expand the number of college courses offered to students.	LACOE has monitored that 100% of students have access to appropriate courses. There is a need to expand Career Technical Education and college courses offered at the sites.
Ensure that 100% of the staff are using Aeries and LA Educational Passport to accurately identify foster youth.	Staff is using Aeries and LA Educational Passport to accurately identify foster youth.
Ensure that 100% of the staff are using Aeries to identify expelled youth. Increase expelled youth performance on credit recovery on credit recovery programs by 5% from the previous year.	Staff is using Aeries to identify expelled youth.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>2.1.1. Assign fully credentialed teachers appropriately and prudently, making sure to meet the unique needs of low-income, English learners, expelled youth and foster youth students.</p>	<p>\$6,654,769 – LCFF-1000-1999 Certificated Salaries; Classroom Teachers</p> <p>\$1,357,030 – LCFF-1000-1999 Certificated Salaries; Teachers – Other (Substitutes, Hourly, Limited-term, etc.)</p> <p>\$5,096,763 – LCFF-1000-1999 Certificated Salaries; Certificated Support</p> <p>\$3,177,161 – LCFF-2000-2999 Classified Salaries; Classified Support</p> <p>\$474,026 – LCFF-4000-4999 Books and Supplies; Materials, Supplies, and Equipment</p> <p>\$976,216 – LCFF-5000-5999 Services and Other Operating Expenses; Contract Services</p> <p>\$3,019,539 – LCFF-5000-5999 Services</p>	<p>\$6,428,000 – LCFF-1000-1999 Certificated Salaries; Classroom Teachers; Salaries and benefits</p> <p>\$2,023,000– LCFF-1000-1999 Certificated Salaries; Teachers – Other (Substitutes, Hourly, Limited-term, etc.)</p> <p>\$2,023,000– LCFF-1000-1999 Certificated Salaries; Teachers – Other (Substitutes, Hourly, Limited-term, etc.)</p> <p>\$5,303,000– LCFF-1000-1999 Certificated Salaries; Certificated Support</p> <p>\$4,394,000 – LCFF-2000-2999 Classified Salaries; Classified Support</p> <p>\$1,401,000 – LCFF-4000-4999 Books and Supplies; Materials,</p>

2.1.1. Assign fully credentialed teachers appropriately and prudently, making sure to meet the unique needs of low-income, English learners, expelled youth and foster youth students (cont'd)

<p>\$3,019,539 – LCFF-5000-5999 Services and Other Operating Expenses; Facilities Services, Operations, Maintenance and Leases</p>	<p>\$1,943,000 – LCFF-5000-5999 Services and Other Operating Expenses; Contract Services</p>
<p>\$527,226 (repeat expenditure) – LCFF-1000-1999 Certificated Salaries; Additional Certificated Support, S/C- (3.2.2)</p>	<p>\$3,017,000 – LCFF-5000-5999 Services and Other Operating Expenses; Facilities Services, Operations, Maintenance and Leases</p>
<p>\$82,257 (repeat expenditure) – LCFF-2000-2999 Classified Salaries; Additional Classified Support, S/C – (3.2.2)</p>	<p>\$0 (repeat expenditure) – LCFF- 1000-1999 Certificated Salaries; Additional Certificated Support, S/C- (3.2.2)</p>
<p>\$1,129,282 (repeat expenditure) – LCFF-1000-1999 Certificated Salaries; Support Counselors, S/C – (3.2.2)</p>	<p>\$158,000 (repeat expenditure) – LCFF-2000-2999 Classified Salaries; Additional Classified Support, S/C – (3.2.2)</p>
<p>\$1,343,787 (repeat expenditure)-LCFF-1000-1999 Certificated Salaries; Lower Teacher to Student Ratio, S/C- (3.2.2)</p>	<p>\$1,222,000 (repeat expenditure) – LCFF-1000-1999 Certificated Salaries; Support Counselors, S/C – (3.2.2)</p>

	<p>\$1,343,787 (repeat expenditure)-LCFF-1000-1999 Certificated Salaries; DOJ Teacher Ratio, S/C – (3.2.2)</p> <p>\$3,077,110- LCFF-7000-7499 Other; Indirect Support</p> <p>\$2,773,084 – LCFF – 3000-2999 Employee Benefits; Classroom Teachers Benefits</p> <p>\$351,068-LCFF-3000-3999 Employee Benefits; Teachers-Others Benefits (Substitutes, Hourly, Limited-term, etc.).</p> <p>\$2,008,366-LCFF-3000-3999 Employee Benefits; Certificated Support Benefits</p> <p>\$2,139,578, LCFF-3000-3999 Employee Benefits; Classified Support Benefits</p>	<p>\$2,591,000 (repeat expenditure)-LCFF-1000-1999 Certificated Salaries; Lower Teacher to Student Ratio, S/C- (3.2.2)</p> <p>\$4,748,000 (repeat expenditure)-LCFF-1000-1999 Certificated Salaries; DOJ Teacher Ratio, S/C – (3.2.2)</p> <p>\$2,321,000- LCFF-7000-7499 Other; Indirect Support</p>
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\$170,896 (repeat expenditure)-LCFF-3000-3999 Employee Benefits; Additional Certificated Support Benefits, S/C (3.2.2)

\$70,763 (repeat expenditure) – 3000-3999 Employee Benefits; Additional Classified Support Benefits, S/C (3.2.2)

\$396,304 – LCFF-3000-3999 Employee Benefits; Support Counselors Benefits, S/C (3.2.2)

\$555,436 (repeat expenditure) – LCFF_3000-3999 Employee Benefits; Lower Teacher to Student Ratio Benefits, S/C (3.2.2)

\$555,436 (repeat expenditure) – LCFF-3000-3999 Employee Benefits; DOJ Teacher ration Benefits, S/C (3.2.2)

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
2.2.1. Report data on conditions for learning (textbook, facilities and teachers' credentials) on a regular basis.	\$3,077,110 (repeat expenditure) – LCFF-1000-1999 Certificated Salaries; Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)	\$5,303,000– LCFF-1000-1999 Certificated Salaries; Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)
2.2.2. Inventory, order and distribute textbooks so that all students have access to textbooks and the curriculum.	\$3,077,110 (repeat expenditure)-LCFF-2000-2999 Classified Salaries; DOJ Teacher ratio, S/C – (3.2.2)	\$4,394,000 LCFF-2000-2999 Classified Salaries; DOJ Teacher ratio, S/C – (3.2.2)
2.2.3. Continue to inspect school facilities and to undertake appropriate measures to ensure that all facilities are in good repair.	\$0 – Other State Revenues – 2000-2999 Classified Salaries; Cost of regular staff duties	\$0 – Other State Revenues – 2000-2999 Classified Salaries; Cost of regular staff duties
2.2.4. Collaborate with landlords to resolve any concerns with facilities.	\$0 – Other State Revenues- 2000-29999 Classified Salaries; Cost of a regular staff duties	\$0 – Other State Revenues- 2000-29999 Classified Salaries; Cost of a regular staff duties
2.2.5. Develop strategies and partnerships with building owners to resolve facility needs as reported by FIT reports.	\$0 – Other State Revenues – 2000-2999 Classified Salaries; Cost of regular staff duties	\$0 – Other State Revenues – 2000-2999 Classified Salaries; Cost of regular staff duties

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
2.2.6. Continue to implement and evaluate the effectiveness of the system for quarterly reporting whereby site administrators report to the Division of Facilities and Construction on the precise state of each site.	\$0 – Other State Revenues- 2000-29999 Classified Salaries; Cost of regular staff duties	\$0 – Other State Revenues- 2000-29999 Classified Salaries; Cost of regular staff duties
2.3.1. Monitor and review curriculum and instruction that connect to Common Core State Standards and the CA ELD Standards.	\$82, 257 (repeat expenditure) – LCFF-1000-1999 Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)	\$308,000 –LCFF – 1000-1999 Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)
2.3.2. LACOE will continue to offer all students all appropriate course placements for curriculum and instruction alignment and will be reviewed with fidelity for each of the JCS, CCS, and specialized high schools. These courses will include, but not limited to, English, math, science, social science, English language development, career technical education, visual arts and performing arts, health, and physical education as well as other Board-approved courses.	\$1,343,787 (repeat expenditure) – LCFF-1000-1999 Certificated Salaries; Cost of regular staff duties 3.2.2	\$5,303,000 – LCFF – 1000-1999 Certificated Salaries; Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)
2.3.3. Continue to offer to English learners a robust array of courses that include designated ELD and integrated ELD with support with 3D curriculum; grade-level, college-and-career ready core content; and appropriate interventions and enrichment opportunities.	\$1,343,787 (repeat expenditures) – LCFF-1000-1999 Certificated Salaries; DOJ Teacher ratio, S/C – (3.2.2)	\$5,303,000– LCFF – 1000-1999 Certificated Salaries; DOJ Teacher ratio, S/C – (3.2.2)
2.3.4. Expand the CTE program to additional school sites that supports career readiness.	\$82,257 (repeat expenditure) – LCFF-1000-1999 Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)	\$0– LCFF-1000-1999 Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
2.3.5. Utilize the English Learner Master Plan to provide oversight and monitoring of EL students as well as monitor reclassified students for 4 years.	\$82,257 (repeat expenditures) – LCFF – 2000-2999 Classified Salaries; Additional Classified Support, S/C – (3.2.2)	\$158,000 – LCFF – 2000-2999 Classified Salaries; Additional Classified Support, S/C – (3.2.2)
2.4.1. Continue and expand the Freedom Schools Reading Program.	\$0 Federal Revenues – Title I 1000-1999 Certificated Salaries; Cost of regular staff duties	\$0 Federal Revenues – Title I 1000-1999 Certificated Salaries; Cost of regular staff duties
2.4.2. Continue to implement the RTSA Grant (Cohorts I, II, and III).	\$0 – LCFF – 1000-1999 Certificated Salaries; Cost of regular staff duties	\$0 – LCFF – 1000-1999 Certificated Salaries; Cost of regular staff duties
2.4.3. Continue to implement the RTSA professional development plan.	\$0 – LCFF – 1000-1999 Certificated Salaries; Cost of regular staff duties	\$0 – LCFF – 1000-1999 Certificated Salaries; Cost of regular staff duties
2.5.1. Review and update the Professional Development Plan that targets: curriculum, instruction, assessment, foster and expelled youth.	\$5,096,263 (repeat expenditure) – LCFF-1000-1999 Certificated Salaries; Certificated Support – (2.1.1)	\$5,303,000 – LCFF-1000-1999 Certificated Salaries; Certificated Support – (2.1.1)
2.5.2. Align instructional strategies with state and federal policies to address foster youth and expelled students. Collaborate with partner agencies to support foster and expelled youth. Participate in all LACOE-FYS/Homeless Education Liaison meetings.	\$6,654,749 (repeat expenditure) – LCFF-1000-1999 Certificated Salaries; Classroom Teachers – (2.1.1)	\$7,339,000 – LCFF-1000-1999 Certificated Salaries; Classroom Teachers – (2.1.1)

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>2.6.1. Identify and monitor the progress of each foster youth and expelled youth using the Educational Passport System (EPS) that LACOE developed. Continue to send educational related data to the shared database, LA Educational Passport and Aftercare.</p>	<p>\$82,257 (repeat expenditure) – LCFF-1000-1999 Certificated Salaries; Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)</p>	<p>\$308,456 – LCFF – 1000-1999 Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)</p>
<p>2.6.2. LACOE will utilize LA Educational Passport exchange student data in reference to foster youth with partner agencies to support and monitor students' progress along with coordinate services with county service agencies.</p>	<p>\$1,129,282 (repeat expenditure) – LCFF – 1000-1999 Certificated Salaries; Support Counselors, S/C – (3.2.2)</p>	<p>\$1,222,000 (repeat expenditure) – LCFF – 1000-1999 Certificated Salaries; Support Counselors, S/C – (3.2.2)</p>
<p>2.6.3. Accurately identify expelled youth in Aeries.</p>	<p>\$1,129,282 (repeat expenditure) – LCFF – 1000-1999 Certificated Salaries; Support Counselors, S/C – (3.2.2)</p>	<p>\$1,222,000 (repeat expenditure) – LCFF – 1000-1999 Certificated Salaries; Support Counselors, S/C – (3.2.2)</p>
<p>2.7.1. Conduct training and professional development on laws, policies, and best practices related to student groups. Participate in all LACOE-FYS/Homeless Education Liaison Meetings. Hold training for LACOE Division of Pupil Services staff to be conducted by LACOE Foster Youth Services staff.</p>	<p>\$1,129,282 (repeat expenditure) – LCFF – 1000-1999 Certificated Salaries; Support Counselors, S/C – (3.2.2)</p>	<p>\$1,222,000 (repeat expenditure) – LCFF – 1000-1999 Certificated Salaries; Support Counselors, S/C – (3.2.2)</p>

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>2.7.2. Ensure that all pupils in the targeted subgroups have a structured and viable Education Plan with goals and activities tailored to their specific academic and social needs.</p>	<p>\$82,257 (repeat expenditure) – LCFF – 1000-1999 Certificated Salaries; Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)</p>	<p>\$308,456 – LCFF – 1000-1999 Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)</p>
<p>2.7.3. Through the RTSA framework, staff will focus on providing instructional strategies to prepare students for college. The RTSA approach features interdisciplinary, project-based learning focused on themes that address students’ academic and mental health needs. It incorporates activities to promote self-esteem and empower students to make positive choices and behavior change.</p>	<p>\$3,077,110 (repeat expenditure) – LCFF – 1000-1999 Certificated Salaries; DOJ Teacher ratio, S/C – (3.2.2)</p>	<p>\$4,748,000 (repeat expenditure) – LCFF – 1000-1999 Certificated Salaries; DOJ Teacher Ratio, S/C – (3.2.2)</p>
<p>2.7.4. Provide academic support including coordination of instruction, interventions, enrichment opportunities, and/or tutoring to Expelled Youth and monitor their growth.</p>	<p>\$1,129,282 (repeat expenditure) – LCFF – 1000-1999 Certificated Salaries; Support Counselors, S/C – (3.2.2)</p>	<p>\$1,222,000 (repeat expenditure) – LCFF – 1000-1999 Certificated Salaries; Support Counselors, S/C – (3.2.2)</p>
<p>2.7.5. Collaborate and align services with local agencies and community-based organizations for Expelled Youth in order to coordinate instruction and their Individual Learning Plans.</p>	<p>\$455,742 (repeat expenditure) – LCFF – 1000-1999 Certificated Salaries; Additional Certificated Support Staff, S/C – (3.2.2)</p>	<p>\$0 (repeat expenditure) – LCFF – 1000-1999 Certificated Salaries; Additional Certificated Support, S/C- (3.2.2)</p>

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
2.7.6. Align and coordinate series for Foster Youth with LACOE through academic and socio-emotional services.	\$1,343,787 (repeat expenditure) – LCFF – 1000-1999 Certificated Salaries; Lower Teacher to Student ratio, S/C – (3.2.2)	\$2,591,000 (repeat expenditure) – LCFF – 1000-1999 Certificated Salaries; Lower Teacher to Student Ratio, S/C- (3.2.2)
2.8.1. Support students who are credit deficient with an online credit recovery program, APEX, in order for them to progress toward and meet their high school graduation requirements.	\$3,077,110 (repeat expenditure) – LCFF – 1000-1999 Certificated Salaries; DOJ Teacher ratio, S/C – (3.2.2)	\$4,748,000 (repeat expenditure) – LCFF – 1000-1999 Certificated Salaries; DOJ Teacher Ratio, S/C – (3.2.2)
2.8.2. LACOE will adopt and adhere to the alternative graduation cohort to measure an accurate graduation rate for the Juvenile Court Schools.	\$82,257 (repeat expenditure) – LCFF – 1000-1999 Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)	\$308,456 – LCFF – 1000-1999 Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)

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 were implemented and exceeded the amount allocated due to Department of Justice mandate to reduce class size at the juvenile court schools. The reduction of class size helped unduplicated students receive additional support from teachers, paraeducators, and counselors. Actions from the LCAP address the support students, including unduplicated pupils, received during the school year to improve their academic performance.

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

Successes

LACOE provided all students with standards-aligned instructional material in all subject areas. The materials are state adopted and were Board approved to use at LACOE schools. All teachers have access to the standards-aligned materials to develop RTSA lessons that are grade appropriate and standards based. In addition to receiving standards-aligned materials, teachers have been provided with professional development on how to incorporate the materials with the RTSA model. Professional development provided was ongoing over the years and reflected current changes to the RTSA model.

Providing professional development online to teachers, paraeducators, counselors, site administrators and other staff members was a huge success. Teachers across LACOE had to first receive training on how to use technology at home. The ITO department provided teachers with excellent ongoing professional development in the use of technology throughout the middle and end of the 2019-20 school year. To better provide students with the embedded pedagogy in the technology, LACOE's ITO department offered teachers the Leading-Edge Certification training. This ongoing, multi-hour training provided teachers with current practices using technology in the classroom. Teachers received a certification after completing the training to indicate they had achieved the level of skills needed to deliver effective instruction through technology.

Furthermore, the Curriculum and Instruction department along with supplemental program coaches provided professional development to teachers in virtual conferences, workshops, and mini workshops. Teachers received hours of professional development in writing, English language development, history-social science, and other subjects. Results from surveys conducted after each training indicated that even though it was the first virtual form of training, they had received from LACOE, they walked away with the skills to better provide students with distance learning instruction.

Challenges

A challenge in meeting this goal was providing students with a variety of career technical education (CTE) courses. Due to school closures, fewer courses were provided to students. Although there was a significant decrease in total enrolled, we maintained 37% rate of certifications issued for school year 2019-20. Moreover, the pandemic created a difficult situation in providing hands-on instruction to students to provide them with necessary skills to learn the concepts of the CTE courses. In order to address the challenge created by the pandemic, students were offered access to online OSHA certifications. The reduction in enrollments was due to site closures. In addition, we continue to look for innovative ways to provide additional CTE courses to students, hire qualified CTE teachers to teach the content, and develop pathways that can be completed on time. One of these pathways is the engineering pathway, which teaches students basic engineering concepts to develop their interest in the field and to prepare them for college and career ready. Surveys administered to students asking areas of career interest demonstrated a need for courses preparing students to enter the technology industry. There is further exploration in developing a technology pathway that will prepare students to be A+ Certified and to prepare them to qualify to work in the information technology industry.

Goal 3

Educational Programs will continue to monitor a comprehensive plan to innovative systems that:

- Include refined metrics to measure the achievement of all students,
- Include the use of educational programs and analyze student achievement data to guide instruction and resources in order to improve academic excellence.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent Involvement; 4. Pupil Achievement; 5. Pupil Engagement; 6. School Climate; 7. Course Access; 8. Other Pupil Outcomes; 9. Expelled Pupils; 10. Foster Youth

Local Priorities: Annual Measurable Outcomes

Expected	Actual
<p>NWEA</p> <p>Student will increase 1 RIT point or more in Mathematics and 1 RIT point or more in Reading based on their pre- and post-assessment results, using the Star Renaissance/NWEA growth assessment tool.</p>	<p>The NWEA assessment was replaced with the STAR Renaissance assessment in the 2019-20 school year at the JCS and CCS. Data from the STAR Renaissance assessment in the 2019-20 school year demonstrates the following:</p> <p>County Community Schools Reading: 0 growth; Mathematics: -0.5 growth</p> <p>Hall Schools Reading: -0.1 growth; Mathematics: -0.4 growth</p> <p>Camp Schools Reading: +0.3 growth; Mathematics: -0.1 growth</p> <p>There is a need to improve scores in reading and math in our local assessment tool.</p>

Expected	Actual
<p>CAASPP</p> <p>Specialized High schools will increase 4% from the baseline, in meeting and exceeding the standard in ELA and Math with CAASPP.</p>	<p>LACHSA: ELA 91%; Math 55%</p> <p>IPoly: ELA 89%; Math 63%</p> <p>LACHSA had a lower percentage than the expected 94% in ELA and a lower percentage than the expected 56% in mathematics.</p> <p>IPoly had a lower percentage than the expected 94% in ELA but exceeded the 56% expected percentage in mathematics.</p>
<p>Reclassification of EL</p> <p>Reclassification process for EL students identified increased to 10% from the baseline.</p>	<p>Seven students were reclassified during the 2019-20 school year. This is less than the expected 10% increase from the baseline of 16 students.</p>
<p>EAP</p> <p>11th Graders EAP submissions scores as college ready increased to 60% for ELA and 38% for Math.</p>	<p>ELA-58%; Math-39%</p> <p>The scores for the 2019-20 school year are lower than the expected of 60% for ELA and 38% for math.</p>
<p>Advanced Placement</p> <p>The participation rate of LACHSA's students taking AP courses increased by 5% from the previous year.</p> <p>The number of students scoring 3 or higher on the AP Exam increased by 5% from the previous year.</p>	<p>2019-20 – 34%</p> <p>104 students at LACHSA scored a 3 or higher in the 2019-20 school year.</p>

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>3.1.1. Provide the instructional staff with assessment resources and materials to connect them to English and mathematical strands in the area of Performance Tasks and Interim assessments IAB and ICA. Review CAASPP test data in order to create plans to address the needs of the students.</p>	<p>\$82,257 (repeat expenditure) – LCFF – 1000-1999 Certificated Salaries; Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)</p>	<p>\$308,456 – LCFF – 1000-1999 Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)</p>
<p>3.1.2. Through data chats, student achievement data and target goals will be reviewed and examined in order to direct support and programs to students.</p>	<p>\$82,257 (repeat expenditure) LCFF 1000-1999 Certificated Salaries; Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)</p>	<p>\$308,456 – LCFF – 1000-1999 Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)</p>
<p>3.1.3. Continue to utilize Star Renaissance assessment tool at the hall schools and CCS. Train, adopt and implement the Start Renaissance assessment tool with the camp schools.</p>	<p>\$82,257 (repeat expenditure) LCFF 1000-1999 Certificated Salaries; Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)</p>	<p>\$308,456 – LCFF – 1000-1999 Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)</p>

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
3.1.4. Utilize Educational Plans to review student achievement data as it pertains to students' ILP.	\$82,257 (repeat expenditure) LCFF 1000-1999 Certificated Salaries; Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)	\$308,456 – LCFF – 1000-1999 Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)
3.1.5. Continue to use, refine and expand the use of web-based programs such as Power BI to support data chats and review student achievement data.	\$82,257 (repeat expenditure) LCFF 1000-1999 Certificated Salaries; Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)	\$308,456 – LCFF – 1000-1999 Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)
3.1.6. Review and analyze the school performance data with the site staff on regular basis to inform programs and resources.	\$82,257 (repeat expenditure) LCFF 1000-1999 Certificated Salaries; Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)	\$308,456 – LCFF – 1000-1999 Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)
3.2.1. Provide professional development to all stakeholders in the area of common core state standards, EL Master Plan, English Language Development in the area of integrated and designated instructional strategies, building on language objectives for academic language across all disciplines and ELPAC	\$3,077,110 (repeat expenditure) LCFF 1000-1999 Certificated Salaries; Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)	\$5,303,000 – LCFF – 1000-1999 Certificated Salaries; Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)

3.2.2. Continue to provide support to English learners (classroom instruction, interventions and enrichment opportunities) so they may make annual progress in learning English, ultimately reclassification (RFEP).

\$455,752 LCFF 1000-1999 Certificated Salaries; Additional Certificated Support, S/C	\$0 (repeat expenditure) – LCFF – 1000-1999 Certificated Salaries; Additional Certificated Support, S/C- (3.2.2)
\$82,257 LCFF 2000-2999 Classified Salaries; Additional Classified Support, S/C	\$158,000 – LCFF – 2000-2999 Classified Salaries; Additional Classified Support, S/C – (3.2.2) Includes benefits.
\$1,129,282 LCFF 1000-1999 Certificated Salaries; Support Counselors, S/C	\$1,222,000 (repeat expenditure) – LCFF – 1000-1999 Certificated Salaries; Support Counselors, S/C – (3.2.2) Includes benefits.
\$1,343,287 LCFF 1000-1999 Certificated Salaries; Support Counselors, S/C	
\$1,343,287 LCFF 1000-1999 Certificated Salaries; DOJ Teacher ratio, S/C	\$4,748,000 (repeat expenditure) – LCFF – 1000-1999 Certificated Salaries; DOJ Teacher Ratio, S/C – (3.2.2) Includes benefits.
\$71,484 LCFF 1000-1999 Certificated Salaries; Lower Teacher to Student Ratio, S/C	\$2,591,000 (repeat expenditure) – LCFF – 1000-1999 Certificated Salaries; Lower Teacher to Student Ratio, S/C-
\$71,484 LCFF 1000-1999 Certificated Salaries; Coordinator I	

	<p>– Educational Data, S/C \$170,896 LCFF 3000-3999 Employee Benefits; Additional Certificated Support Benefits, S/C \$70,763 LCFF 3000-3999 Employee Benefits; Additional Classified Support Benefits, S/C \$396,304 LCFF 3000-3999 Employee Benefits; Support Counselors Benefits, S/C \$555,436 LCFF 3000-3999 Employee Benefits; Lower Teacher to Student Ratio Benefits, S/C \$25,390 LCFF 3000-3999 Employee Benefits; Coordinator I – Educational Data Benefits, S/C</p>	<p>(3.2.2) Includes benefits. \$67,000 – LCFF – 1000-1999 Certificated Salaries; Coordinator I – Educational Data, S/C Includes benefits.</p>
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Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>3.2.3. Continue to evaluate the system for reclassifying students and for identifying and monitoring previously reclassified (RFEP) students for 4 years in alignment with the ELPAC.</p>	<p>\$3,077,110 LCFF 1000-1999 Certificated Salaries; Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)</p>	<p>\$5,303,000 – LCFF – 1000-1999 Certificated Salaries; Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)</p>
<p>3.2.4. Align the EL Reclassification process utilizing results from CAASPP, internal assessments and ELPAC.</p>	<p>\$82,257 (repeat expenditure) LCFF 1000-1999 Certificated Salaries; Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)</p>	<p>\$308,456 – LCFF – 1000-1999 Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)</p>
<p>3.2.5. Provide ongoing training for the English Language Proficiency Assessment for California (ELPAC) and instructional strategies that support reading, listening, speaking and writing.</p>	<p>\$5,096,763 (repeat expenditure) LCFF 1000-1999 Certificated Salaries; Certificated Support – (2.1.1)</p>	<p>\$5,303,000 – LCFF – 1000-1999 Certificated Salaries; Coordinator I – Educational Data, S/C</p>

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>3.2.6 Literacy specialists will provide direct services to students who are 3-4 grade levels below in the area of mathematics and reading.</p>	<p>\$656,298 Federal Revenues – Title I 1000-1999 Certificated Salaries; LST \$1,225,499 Federal Revenues – Title I 5000-5999 Services and Other Operating Expenses; Intervention Programs</p>	<p>\$769,833- Federal Revenues – Title I 1000-1999 Certificated Salaries; LST \$218,062- Federal Revenues – Title I 5000-5999 Services and Other Operating Expenses; Intervention Programs</p>
<p>3.2.7. Provide academic intervention, tutoring, and monitoring to students who were reclassified (RFEP) in the content areas in which they experience difficulties.</p>	<p>\$82,257 (repeat expenditure) LCFF 1000-1999 Certificated Salaries; Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)</p>	<p>\$308,456 – LCFF – 1000-1999 Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)</p>
<p>3.2.8. Systematically monitor the academic progress of all reclassified (RFEP) students for 4 years.</p>	<p>\$82,257 (repeat expenditure) LCFF 1000-1999 Certificated Salaries; Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)</p>	<p>\$308,456 – LCFF – 1000-1999 Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)</p>

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>3.3.1. Track students' submission of their EAP scores to higher education institutions to monitor College Readiness progress from previous year's CAASPP results.</p>	<p>\$82,257 (repeat expenditure) LCFF 1000-1999 Certificated Salaries; Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)</p>	<p>\$308,456 – LCFF – 1000-1999 Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)</p>
<p>3.3.2. Monitor, review and analyze the participation and passage rate for students taking the Advanced Placement (AP) exams. The passage rate will increase annually by 5% from the previous year's rate.</p>	<p>\$82,257 LCFF 1000-1999 Certificated Salaries; Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)</p>	<p>\$308,456 – LCFF – 1000-1999 Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)</p>
<p>3.4.1. Continue to use evidence-based instructional strategies that will impact academic performance: (foci) literacy across the curriculum, interdisciplinary engagement, standards-based instructional planning and 360 data-driven feedback.</p>	<p>\$6,654,749 (repeat expenditure) LCFF 1000-1999 Certificated Salaries; Classroom Teachers – (2,1,1)</p>	<p>\$6,428,000 – LCFF – 1000-1999 Certificated Salaries; Classroom Teachers; Salaries and benefits</p>

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>3.4.2. Align school level professional development plans with district initiatives to create uniformity: literacy across the curriculum, interdisciplinary engagement, standards-based instructional planning and 360 data-driven feedback.</p>	<p>\$520,279 Federal Revenues – Title I 1000-1999 Certificated Salaries; Instructional Specialists \$0 LCFF 1000-1999 Certificated Salaries; Cost of regular staff duties</p>	<p>\$595,263 Federal Revenues – Title I 1000-1999 Certificated Salaries; Instructional Specialists \$345,736 Federal Revenues – Title I 1000-1999 Certificated Salaries; Instructional Specialists</p>
<p>3.4.3. Provide professional development in the area of writing program (Jane Schaffer) and Multi-Tiered System of Supports (MTSS).</p>	<p>\$5,096,763 (repeat expenditure) LCFF 1000-1999 Certificated Salaries; Certificated Support – (2.1.1)</p>	<p>\$5,303,000 – LCFF – 1000-1999 Certificated Salaries; Certificated Support – (2.1.1)</p>
<p>3.4.4. Develop opportunities for stakeholders to participate in activities that will provide direct feedback to student achievement data, instructional strategies and assessment tools that drive educational programs.</p>	<p>\$82,257 (repeat expenditure) LCFF 1000-1999 Certificated Salaries; Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)</p>	<p>\$308,456 – LCFF – 1000-1999 Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)</p>

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>3.4.5. Identify students who are performing three or more grade levels behind in reading and/or mathematics; and provide supplemental programs and/or academic support such as tutoring.</p>	<p>\$250,000 Federal Revenues – Title I 5000-5999 Service and Other Operating Expenses; Contract Services</p>	<p>\$582,029 Federal Revenues – Title I 5000-5999 Service and Other Operating Expenses; Contract Services</p>
<p>3.4.6. Schedule Professional Learning Community (PLC) meetings for stakeholders to review instructional strategies, review data, analyze student work and address students’ needs.</p>	<p>\$82, 257 (repeat expenditure) LCFF 1000-1999 Certificated Salaries; Certificated Salaries; Additional Certificated Support, S/C – 3.2.2)</p>	<p>\$308,456 – LCFF – 1000-1999 Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)</p>
<p>3.5.1. Provide site administrators and associated staff with support so they may need to align site goals with the LCAP goals (SPSA, Strategic Plan).</p>	<p>\$82,257 (repeat expenditure) LCFF 1000-1999 Certificated Salaries; Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)</p>	<p>\$308,456 – LCFF – 1000-1999 Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)</p>
<p>3.6.1. Provide test preparation resources and academic support to students who will participate in college entrance exams, as well as, measure the participation and passing rates for students who have taken the SAT and ACT. Maintain the participation rate and increase the passage rate by 5% from the previous year. Both 11th grade math and English teachers will provide in-class preparation for SAT/ACT testing. Each teacher utilizes test prep questions and strategies found in either online resources or printed test prep material.</p>	<p>\$82,257 (repeat expenditure) LCFF 1000-1999 Certificated Salaries; Certificated Salaries; Additional Certificated Support, S/C – (3.2.2.)</p>	<p>\$308,456 – LCFF – 1000-1999 Certificated Salaries; Additional Certificated Support, S/C – (3.2.2)</p>

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>3.7.1. LACOE will provide supplemental support staff who collaborate with the instructional staff to create school-level assessments to provide evidence-based interventions to meet the unique needs of students with academic performance, graduation rate and school climate.</p>	<p>\$1,896,833 CSI/ESSA 1003 1000-1999 Certificated Salaries</p>	<p>Total \$ 1,246,753 1000-1999 Certificated Salary - \$487,360 2000-2999 Classified Salary - \$244,019 3000-3999 Benefits – \$389,285 5000-5999 – Other \$23,251 7000-7999 – Indirect \$102,838</p>
<p>3.7.2. Utilize a variety of data sets (Alternative California Dashboard and Comprehensive Support and Improvement) to identify, diagnose, and address the sources of inequities to inform curriculum and instruction.</p>	<p>\$1,896,833 (repeat expenditure) CSI/ESSA 1003 1000-1999 Certificated Salaries.</p>	<p>Total \$ 1,246,753 1000-1999 Certificated Salary - \$487,360 2000-2999 Classified Salary - \$244,019 3000-3999 Benefits – \$389,285 5000-5999 – Other \$23,251 7000-7999 – Indirect \$102,838</p>

Goal Analysis

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

All funds budgeted for actions/services were implemented and exceeded the amount allocated due to Department of Justice mandate to reduce class size at the juvenile court schools. The reduction of class size helped unduplicated students receive additional support from teachers, paraeducators, and counselors. Actions from the LCAP address the support students, including unduplicated pupils, received during the school year to improve their academic performance.

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

Successes

Data chats that have taken place with LACOE office staff and at the school sites have proven to be a success for LACOE. Data is broken down by student groups to see groups that need additional support. The LACOE office staff periodically looks at the data and meets with site administrators to go over the data and go through data protocol to find areas of strength and areas of weakness. Site administrators go over the data with their staff and find areas where growth is needed and modify lessons as well as supports based on the data. These modifications are further made during Professional Learning Community (PLC) meetings with teachers to develop lessons that cover the areas where growth is needed.

Challenges

During the 2019-20 school year, there was a need to increase the reclassification rate of English learners. Throughout the academic year only seven students were reclassified, this was below the expected reclassification rate for LACOE. To ensure the reclassification rate increases in the following years, systems have been established in the English Learner Master Plan to better identify students that meet LACOE's criteria for reclassification. Professional development was provided to LACOE staff to inform of the English Learner Master Plan criteria and better ways to identify English learners that may qualify for reclassification. In addition to identification of students that may qualify, additional supports will be provided to students that are close to reclassification. This includes support in reading and writing by the EL teachers on special assignment and paraeducators.

Another challenge for the school year was improving scores in the STAR Renaissance assessment in reading and mathematics. Being the 2019-20 school year, the first year of implementation at the halls, camps, and county community schools, there was a need to provide LACOE staff with professional development on administering the assessment, analyzing the results, and providing students with the interventions necessary to improve student scores. To mitigate this problem, LACOE provided ongoing professional development to teachers and paraeducators during the school year on how to administer the assessment. Further professional development was provided to analyze the results and to provide students with the necessary interventions based on their level of proficiency. Data from the 2020-21 STAR Renaissance results demonstrates improvement in scores from most student groups in reading and mathematics.

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
LACOE juvenile court schools and county community schools will contract with community-based organizations to provide one-on-one and group tutoring for students who are experiencing learning loss to provide individualized tutoring after school or during weekends.	\$850,000	\$524,000	Y
LACOE juvenile court schools and county community schools will offer students one-on-one student tutoring and small group instruction from LACOE staff to provide individualized tutoring after school or during weekends. Tutoring and instruction will support in learning loss mitigation and allow for students to remediate academically as needed.	\$650,000	\$468,000	Y
LACOE specialized high schools will offer students one-on-one student tutoring and small group instruction from LACOE staff to provide individualized tutoring after school or during weekends. Tutoring and instruction will support in learning loss mitigation and allow for students to remediate academically as needed.	\$200,000	\$315,000	N
LACOE will purchase and utilize all personal protective equipment and other classroom materials in order to create a safe space for essential operational functions and in-person instruction during COVID-19, in addition to maintaining facilities and ensure they meet current guidelines and facility standards.	\$200,000	\$585,000	N
Implement Qualtrics web-based surveying software that will support conducting and tracking self-screening for employees and students reporting physically to school sites.	\$23,000	\$25,000	N
LACOE juvenile court schools and county community schools will provide additional support staff as needed in the form of substitute teachers and paraeducators to support in-person one-on-one, small group, and virtual learning.	\$200,000	\$408,000	Y

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.

For the in-person instructional offerings the estimated actual expenditures exceeded the total budget funds for the actions. Funds were used to better serve students, including unduplicated pupils, in one-on-one tutoring.

Analysis of In-Person Instructional Offerings

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

The success of the in-person instructional offerings includes the use community-based organizations (CBO) in providing one-on-one and small group instruction to students demonstrating learning loss. The CBOs have logged in hundreds of hours with students providing them the support they need to reach grade-level. Student survey results demonstrate students' appreciation of the services and supports being offered outside of school hours.

One-on-one, in-person instruction provided to students by paraeducators and LACOE teachers also demonstrated to be a success. Students received further support in the areas of need based on the STAR Renaissance assessment as well as other teacher created assessments. The teachers and paraeducators also provided them with continuous instruction from the distance learning instruction and additional support in the areas of needs.

A challenge that was evident in the in-person instructional offerings was having enough paraeducators and teachers to provide students with the one-on-one or small group instruction. Since the tutoring was outside of instructional time, it was difficult to find teachers and paraeducators that were able to provide these services to students. In addition, the coordination with Probation staff at certain sites to have students available for tutoring was a challenge.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional development for juvenile court schools and county community schools' staff will be offered regularly after school and during weekend workshops. Professional development will help staff develop curriculum, increase virtual teaching capacity, and improve overall service to low-income students, English learners, and foster youth and homeless students.	\$700,000	\$243,000	Y
Professional development for specialized high schools' staff will be offered regularly after school and during weekend workshops. Professional development will help staff develop curriculum, increase virtual teaching capacity, and improve overall services to students.	\$300,000	\$230,000	N
Technology – Teacher and student laptops at juvenile court schools and county community schools will be provided, upgraded, repaired, and replaced as needed to ensure LACOE digital programs such as Odysseyware, Microsoft Teams, Zoom, etc., run efficiently without interruption to learning and low-income students, English learners, and foster youth and homeless students will have access to instruction.	\$1,500,000	1,900,000	Y
Technology – Teacher and student laptops and required auxiliary technology at specialized high schools will be provided, upgraded, repaired, and replaced as needed to ensure LACOE digital programs such as Odysseyware, Microsoft Teams, Zoom, etc., run efficiently without interruption to learning and students will have access to instruction.	\$200,000	\$550,000	N
LACOE will purchase and implement the learning management system Canvas to ensure teachers, students and parents improve communication and access during distance learning.	\$35,000	\$35,000 (in progress)	N

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.

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.

Based on stakeholder input from surveys and focus groups, the top success of the distance learning program was the continuation of instruction. Despite the obstacles experienced by students, teachers, administrators, paraeducators and LACOE office staff, instruction continued at all schools. The JCS Student Portal was developed to provide students at the halls and camps a secure way for teachers to provide instruction. Students participated in the distance learning model and received instruction daily with constant communication with teachers and paraeducators. The paraeducators were also present to support students with their academic and technological needs. The systems and routines in place at every school ensured that every new student was able to log in to the portal and receive instruction from the teachers.

Distance learning could not have happened without student access to devices and connectivity. Based on feedback from stakeholders, access to devices and connectivity were also responsible for the success of the distance learning program. To accomplish this success, LACOE purchased new laptops and laptop carts for the halls and camps. Students at the specialized high schools and county community schools were provided with a laptop and, if necessary, a hotspot to access the internet. Old and outdated laptops were also replaced at the schools to ensure students successfully connected to online instruction. Teachers were also provided with updated computers to deliver the lessons online to students.

Challenges to the distance learning program, according to stakeholders, included increasing student participation. Although students had access to necessary technology to participate in the online lessons, many signed into the class but did not participate in the lesson activities. This was evident at the juvenile court schools and in the county community schools. For the juvenile court schools, paraeducators were present in the classroom to encourage students to participate in the class activities. After being engaged again in the lesson students would disengage after a while of online instruction.

Since students were not used to the long periods of time in online learning, there was a challenge with preventing a decrease in student progress. Feedback from stakeholders express this being a challenge during the distance learning program. To prevent this from happening, every LACOE school developed systems in place to monitor student progress such identifying students whose grade point average decreased or if students dropped in their grade level equivalency in the STAR Renaissance assessment.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
LACOE juvenile court schools and county community schools will contract with community-based organizations to provide one-on-one and group tutoring, mentoring and counseling afterschool or during weekends for students who are experiencing learning loss.	\$850,000	\$524,000	Y
LACOE juvenile court schools and county community schools will offer students one-on-one tutoring, mentoring, counseling and small group counseling provided to students by LACOE staff outside of the instructional day afterschool or during weekends.	\$650,000	\$468,000	Y
LACOE specialized high schools will offer students one-on-one tutoring, mentoring, counseling and small group counseling provided to students by LACOE staff outside of the instructional day afterschool or during weekends.	\$200,000	\$315,000	N
LACOE will provide additional support staff as needed in the form of substitute teachers and paraeducators to support in-person one-on-one, small group and virtual learning.	\$200,00	\$408,000	Y
For juvenile court school and county community school students, extended aftercare transition support will be provided in the form of providing access to students to LACOE digital academic programs up to one month upon exit.	\$100,000	\$0	Y

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.

Planned program to provide students with extended aftercare transition in the form of providing access to students to LACOE digital academic programs up to one month upon exit was logistically difficult. An initial amount of \$100,000 was determined for licensing. The main issue was the inability to ensure internet access to a device, hence hindering the full development and rollout of the program.

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.

Based on results from the STAR Renaissance assessments most student groups demonstrated growth in reading and mathematics except for English learners in reading. Tutoring provided to students from the CBOs, teachers, and paraeducators has also demonstrated to be effective in preventing learning loss as well. Tier I instruction provided to students through the RTSA model demonstrates it worked during distance learning.

Despite the data demonstrating growth in reading and mathematics, learning loss was a major challenge during the 2020-21 school year. Stakeholder feedback also supports this claim from the surveys and focus groups conducted. If in-person instruction was still taking place during school year, more growth could have occurred at the school sites. This could have resulted in increasing the students' grade level equivalency to the ninth through twelfth grade level in both reading and mathematics. Providing students with ongoing additional intervention and support moving forward will help decrease the achievement gap of students in the juvenile court schools and county community schools.

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.

Feedback provided by stakeholders demonstrate that there were several successes in monitoring and supporting mental health and social emotional well-being during the 2020-21 school year. One success was the monitoring of mental health and social and emotional well-being at the schools. This was made possible by providing staff with professional development in topics such as, "Notice-Talk-Act" and "Psychological First Aid Adopted to COVID-19". These professional development opportunities provided staff with strategies to use in the classroom to better identify students that need mental health assistance.

Additionally, there were systems put in place to implement mental health and social emotional well-being at the schools. For example, the Department of Mental Health provided students at the halls and camps with the mental health support students needed in order to be successful academically. Another system of support implemented was the use of behavior managers to help deescalate situations where the students needed additional emotional well-being support to function in the classroom setting after an identified trigger.

Despite the success of identifying students and staff in need of mental and social and emotional well-being, there was additional support needed to identify more students and staff, according to stakeholder feedback. A better way of advertising services for students and staff is needed moving forward. LACOE personnel are working to better inform students and staff of the resources available to them. A continuation of daily check-ins, as requested by students in a survey, will continued to be implemented at all LACOE schools to identify students in need of mental health and social emotional well-being support.

Another challenge in providing students the support they need in this area is the administration of remote mental health and social emotional well-being sessions. It is best for students to receive the services one-to-one and in-person rather than conducting them remotely. With students returning to in-person instruction at the county community schools and specialized high schools, these services will be provided to students in person.

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. A success in implementing family engagement and outreach during the 2020-21 school year was the use of online Town Hall meetings with parents as well as online workshops provided to them in the various topics. The parent liaisons played an instrumental part in training parents how to access the online Town Halls and workshops. In addition, they frequently called parents to keep them informed of parent activities and services, and more importantly how their children were doing during the no visitation time at the juvenile court schools.

An evident challenge was engaging students at the county community schools. Students often received the technology to participate in the distance learning, but students were not signing-in to the class to participate in any lesson. Systems put in place by the county community school administration ensured staff were in constant communication with students that were not engaged. This included frequent calls to the students and parents to ensure the students were actively engaged in the instruction. Following these steps increased pupil engagement at the county community schools.

Analysis of School Nutrition

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

LACOE was successfully able to provide students and families five meals a week. The five meals were available for pick up one day of the week, allowing families to only make one trip instead of daily ones. Having all meals for the week available in one day provided safer conditions for students, families, and LACOE staff. In addition to the five meals a week distribution, another success was the setup of Titan, the school nutrition software. Families are now able to complete meal applications online, speeding up the process of providing students in need with free or reduced meals.

A challenge in providing school nutrition in the 2020-21 school year was having the accurate number of meals for families on a weekly basis. In some cases, families would not request meals for the week and then they would show up at a pickup location requesting meals. In other cases, families would request meals for the week, and they would not show up. It must be noted that LACOE always ensured students and families received the necessary meals for the week regardless of whether they initially requested a meal on the weekly meal calls. As time progressed there were better systems in place to ensure that all students in need had five meals for the week. Furthermore, based on feedback from stakeholders on a survey, providing food nutrition to students was one of the least challenging aspects of the 2020-21 school year.

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	In order to improve nutrition, communication and remote access, Titan will be purchased and implemented, supporting remote access and accessibility. Titan is a software that will automate meal distribution monitoring and billing. Parents will be able to remotely complete lunch applications and LACOE administration and parents will be able to track food distribution services and send or receive communications through this software.	\$10,000	\$8,000	N
School Nutrition	Refrigeration and heating equipment will be purchased to ensure safe storage of food for weekly distribution to families.	\$20,000	\$17,000	N
N/A	Hire one full-time specialist with a counseling background who will support juvenile court schools and county community schools to develop, monitor and support systems and processes that impact equity and access in education by identifying systemic barriers and institutional racism. This position will focus on underserved youth who are Hispanic, Latino, African American, and other minorities.	\$150,000	\$85,000	Y
N/A	Hire one full-time credentialed specialist with a counseling background who will support specialized high schools to develop, monitor and support systems and processes that impact equity and access in education by identifying systemic barriers and institutional racism. This position will focus on underserved youth who are Hispanic, Latino, Africa American, and other minorities.	\$150,000	\$85,000	N
Mental Health	Professional development, technical support, and technology	\$25,000	\$36,619	Y
N/A	Professional development, technical support, and technology to support students with healthy choices, nutrition education, and sex education.	\$25,000	\$46,884	Y

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	IBM SPSS Statistics data analytics software to be utilized by research evaluation coordinator to monitor trends, gaps and successes in student performance, LACOE-wide performance, and stakeholder survey feedback.	\$10,000	\$10,573	N

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.

Overall Analysis

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

The pandemic created situations never before experienced at LACOE schools. From the beginning, there was an immediate shift to rely on technology to deliver instruction, take attendance, monitor student progress, provide mental health support, and to engage pupils, as well as families, virtually. The focus became providing all students, teachers, and other LACOE staff with functioning devices and internet, as well as professional development. The shift in the use of technology in the classroom influenced the development of a new LCAP goal that puts a focus on providing all students equitable access to a 21st century education. One of the objectives of this goal is to close the digital divide among certain LACOE students and provide them with skills students need to be college and career ready.

The pandemic also created a need to focus on the mental health and social emotional well-being of all students based on feedback received from students and stakeholders in surveys as well as what LACOE staff identified as a need in the field. The goal addressing mental health and the social emotional well-being of students will not only be applicable during the duration of the pandemic but also after. Funding and actions put in place in this goal will ensure that there is continuous monitoring of students for identification but also that they are receiving services to improve their mental health and social emotional well-being. Students from all LACOE schools are to benefit from the implementation of this goal to ensure they are ready and able to achieve academically.

In addition, witnessing pupil learning loss was a major lesson learned in the implementation of the learning programs in 2020-21. Many students at all LACOE schools experienced learning loss as well as lack of active engagement in the lessons. To address pupil learning loss and pupil engagement, a third goal in the LCAP 2021-2024 was developed to ensure that all students improve in state as well as local assessments. Actions and services to monitor student data and to provide students with the necessary interventions to close the achievement gap will be articulated in the LCAP goal.

Additional actions in the same goal will be put in place to ensure all LACOE students achieve English fluency. This will include actions to provide additional professional development to teachers on providing students appropriate integrated and designated English Language Development instruction. Furthermore, actions on providing English learners with intervention support will be addressed in this goal. Strategies to better identify students meeting LACOE's reclassification criteria and providing students in this group with additional support in the areas of need to reclassify them will also be addressed.

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

As mentioned above, the 2021-24 LCAP will have a specific goal to improve scores in state and local assessments. In the goal, there will be actions that address the continuation of the administration of the STAR Renaissance assessment at the camps, halls, and county community schools. There will also be an action stating that the specialized high schools will use NWEA data to measure learning loss. Interventions and supports will also be articulated in 2021-24 LCAP by having actions of personnel as well as groups responsible for providing the interventions. Starting in the 2020-21 school year, data is broken down by student group, this allows for the development of actions within the goal to include the needs of pupils with unique needs. It also allows the inclusion of actions to provide all students with key resources to assist them academically.

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.

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.

A careful analysis of the data from the 2019-20 LCAP and stakeholder feedback on both the LCAP and Learning Continuity and Attendance Plan informed the development of the 2021-24 LCAP. Results from these two sources identified a need to improve in providing all LACOE students with equitable access to the skills needed to prepare them to be college and career ready. There was also a need to address mental health and the social emotional well-being of students as well as improve student scores on assessments. The combination of these needs led to the development of three goals for the 2021-24 LCAP. All three goals were reviewed by stakeholders that included, parents, advocates, bargaining unit members, site administrators, counselors, teachers, and classified personnel. There was an overwhelming support for all three goals with minor additions to their language.

Goal 1: Students will have equitable access to a 21st century education by providing them with standards-aligned instructional materials and with the technology skills needed to become college and career ready.

Goal 2: Students will be provided with systems of support, including parental engagement, to address their mental health and social emotional well-being.

Goal 3: All students will be assigned the necessary support needed, including a fully credentialed teacher, to ensure they make expected progress on statewide assessments as well as improve overall English proficiency.

In addition, the goals cover all state priorities including priority numbers 9 and 10 covering expelled youth as well as foster youth. It was important to include all state priorities to the goals of the new LCAP to ensure we are addressing the needs of all students. Based on feedback received on the goals, stakeholders were satisfied in seeing all state priorities accounted in the goals.

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.

Annual Measurable Outcomes

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.

Actions/Services

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.

Analysis of In-Person Instructional Offerings

- 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.

Analysis of the Distance Learning Program

- 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.

Analysis of Pupil Learning Loss

- 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.

California Department of Education
January 2021

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Los Angeles County Office of Education	Jason Hasty, Executive Director	hasty_jason@lacoed.edu 562-419-6890

Plan Summary 2021-24

General Information

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

The Los Angeles County Office of Education (LACOE) Educational Programs operates a variety of educational programs consisting of juvenile court schools, county community schools, and specialized high schools. Currently, Juvenile Court Schools (JCS) serve over 400 students daily, Renaissance PAU serves over 200 students daily, and International Polytechnic High School (IPoly) and Los Angeles County High School of the Arts (LACHSA) together serve approximately 1,000 students daily.

Juvenile Court Schools

LACOE operates the nation’s largest Juvenile Court Schools (JCS) system. The goal of LACOE is to support students in meeting their high school graduation requirements and successfully transition to college, careers, and their communities.

Schools, including residential education centers, are grouped under the following Principal Administrative Units (PAUs):

Juvenile Halls:

- Barry J. Nidorf School
- Central School

Camps:

- Afflerbaugh-Paige School
- Rocky School
- Campus Kilpatrick
- Kirby School

The JCS student population includes:

Hispanic or Latino (64%), White (4%), American Indian/Alaskan Native (0.32%), Filipino (0.32%), Black (32%), Socially Economically Disadvantaged (100%), English Learners (20%), Special Education (37%)

Alternative Education

Alternative education provides differentiated learning environments that maximize the potential for school success.

County Community Schools offer small, supportive learning environments that address the unique needs of students expelled from comprehensive schools, and students referred by their district of residence or the department of Probation due to truancy, behavior, credit deficiency, or other issue. The County Community Schools (CCS) are organized under one PAU covering Los Angeles County. Renaissance PAU groups the following sites:

- Bermudez CCS & IS
- El Monte CCS
- Jonas Salk CCS
- La Brea IS
- Mujeres y Hombres Nobles CCS
- Second Chance IS
- Tri-Community CCS
- Valley IS
- Visions Learning Center

CCS student population includes:

Hispanic or Latino (70%), White (2%), Black (26%), Filipino (0.5%), Asian (1.5%), Socially Economically Disadvantaged (84%), English Learners (20%), Special Education (6%)

Specialized High Schools

The specialized high schools offer programs to students with special interests or talents. International Polytechnic High School (IPoly) is a project-based college-preparatory program integrating academics with real-world applications and teamwork, with a focus on civics and global issues. It is operated in partnership with and on the campus of Cal Poly Pomona. IPoly is a California Gold Ribbon School and a Distinguished School.

IPoly's student population includes:

Hispanic or Latino (59%), White (7%), American Indian/Alaskan Native (0.42), Asian (10%), Filipino (12%), Black (3%), Multi-Ethnic (9%), English Learners (1%), Special Education (6%), Social Economically disadvantaged (38%)

The Los Angeles County High School for the Arts (LACHSA) is a college-preparatory program combined with conservatory-style training in the visual and performing arts. It is operated in partnership with and on the campus of Cal State Los Angeles.

LACHSA's student population includes:

Hispanic or Latino (30%), White (39%), Asian (9%), Pacific Islander (0.2%), Filipino (1%), Black (9%), Multi-Ethnic (12.36%), English Learners (0.3%), Socially Economically Disadvantaged (17%), Special Education (5%)

Reflections: Successes

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

California School Dashboard 2019-20 (Due to limited data for the 2020-21 school year, data reported will be from the 2019-20 school year)

English Language Arts

All Students –Blue. Overall, the indicator for ELA increased by 53.8 points.

Latinx- Blue

LACHSA – Blue

IPoly – Green

Mathematics

LACHSA – Blue. Overall, the indicator for Math increased by 50.5 points.

IPoly - Green

A-G Completion

All Students - 89.1%

African American – 80%

Latinx- 88.9%

College Career Indicator

All Students – Increase 3.6%

Local Data (Star Renaissance Assessment)

Reading (Learning gain in Grade Level Equivalency. Each 0.1 indicates an approximate one-month growth.)

Overall – 0.5 growth in GLE

Foster Youth – 0.4 growth in GLE

Homeless – 1.2 growth in GLE

SPED – 0.5 growth in GLE

African American – 0.2 growth in GLE

Latinx – 0.7 growth in GLE

Math (Learning gain in Grade Level Equivalency. Each 0.1 indicates an approximate one-month growth.)

Overall - 1.2 growth in GLE

Foster Youth – 1.7 growth in GLE

Homeless – 2.2 growth in GLE

SPED – 1.2 growth in GLE

EL – 1.1 growth in GLE

African American – 1.0 growth in GLE

Latinx – 1.3 growth in GLE

Reflections: Identified Need

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

California School Dashboard 2019-20 (Due to COVID -19, limited data is available for the 2020-21 school year, data reported will be from the 2019-20 school year)

English Language Arts

Socioeconomically Disadvantaged– Yellow

California School Dashboard 2020-21 (limited data available due to the COVID-19 pandemic)

Mathematics

All Students – Yellow

Socioeconomically Disadvantaged – Yellow

African American – Orange

Latinx– Yellow

Suspension Rate

All Students – Red. Overall, suspensions increased by 2.6%.

English Learners – Red

Foster Youth – Red

Homeless – Red

Socioeconomically Disadvantaged – Orange

African American – Red

Latinx– Red

Two or More Races – Red

Chronic Absenteeism

All Students – Red. Overall, chronic absenteeism increased by 3.7%.

English Learner – Orange

Foster Youth – Red

Socioeconomically Disadvantaged – Red

Students with Disabilities – Orange

Latinx– Red

California School Dashboard 2020-21 (limited data available due to the COVID-19 pandemic)

Graduation Rate

- All Students – Red. Although graduation rate increased by 7.7%, we are still in the red.
- English Learners – Red
- Foster Youth – Red
- Homeless – Red
- Socioeconomically Disadvantaged – Red
- Students with Disabilities – Red
- African American – Red
- Latinx- Red

Local Data (Star Renaissance Assessment)

Reading (Learning loss in Grade Level Equivalency. Each negative 0.1 indicates an approximate loss of one month of reading)

English Learners = -0.2 GLE learning loss

LCAP Highlights

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

The three LCAP goals were developed based on stakeholder input gathered through surveys and focus groups. The goals reflect the needs of students and stakeholders during our current time. They also cover all ten state priorities to ensure that all students’ needs are met. At least one of the goals addresses the need to provide all student with equitable access to a 21st century education regardless of the LACOE school site they attend. Another goal addresses the mental health and social emotional well-being of LACOE students during and after the pandemic. The purpose of this goal is to decrease suspensions at LACOE schools and to reengage students in instruction. The third goal addresses the need to ensure that all students achieve academically in the CAASPP and other assessments as well as reach fluency in English.

In the addition to replacing the goals of the old LCAP with new ones reflecting the current local data, the actions of the goals have been updated. This change was made to better meet the goals and the metrics established in the annual measurable outcomes. Additionally, this change provides greater transparency to the community in regards to the funding needed for the actions.

Comprehensive Support and Improvement

A LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Nidorf
- Central
- Afflerbaugh-Paige
- Campus Kilpatrick
- Renaissance

Support for Identified Schools

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

Los Angeles County Office of Education Educational Programs (LACOE EP) has supported training efforts in developing the individual sites' problem of practice and root causes using data from the California Dashboard (December 2019). Additional data such as STAR assessments will be used in conjunction with Dashboard data to assist sites with their individual planning. The team consists of 21 members in total including: site level teachers, administrators and central office staff. Based on the Differentiated Assistance Support (DAS) team recommendations, the Continuous Improvement Plan (CIP) identifies the Problem of Practice, conducts a Root Cause Analysis, and develops the Action Plan to address the needs of the students at each site. Defining each site's problem of practice and root causes is instrumental to informing and articulating the direct work with students and staff at the school site level for CSI.

System of Support: One of the main initiatives of the CIP is creating and sustaining a system of support. To address the need for a system of support, LACOE EP will provide system-wide structures to building staff capacity in the areas of content standards, instructional practices, and social emotional learning. These system-wide structures include creating and maintaining a testing calendar for internal diagnostic testing, developing and communicating the results of a needs assessment survey, and gathering feedback on initiatives.

Monitoring and Evaluating Effectiveness

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

Monitoring and evaluating the implementation and effectiveness of the plan to support students and school improvement will be through the following two main outcomes:

- Students STAR test scores will increase by 35 points (scale score) of growth (grade level equivalency) as measured by STAR data in Reading and Math
- Progress on the Dashboard indicators and yearly attainment of desired outcomes related to the LCAP goals (information under Measuring and Report Results table for each goal).

**Please note that due to COVID-19, no Dashboard Data will be available to indicate growth in December 2021.*

Stakeholder Engagement

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

The stakeholder process began with a survey created to gather stakeholder feedback, both quantitative and qualitative, among all groups. These groups consisted of the following: students, parents, teachers, principals, support staff, central office staff, community organizations, and other involved individuals. LACOE was able to incorporate 1,171 responses, which included all stakeholder groups as well as all sites from these surveys.

Results were analyzed and used in the development of the LCAP goals. Qualitative feedback, providing recommendations for services to specialized populations. During the drafting of these goals, additional stakeholders were consulted with through various discussions and focus groups. These additional focus groups and meetings included the following stakeholders: students, community members, parents, teachers, administrators, paraeducators, counselors, bargaining units, the Parent Advisory Council (PAC), and the District English Learner Advisory Committee (DELAC). This stakeholder engagement helped to form agreement of proposed goals, suggested language changes, as well as suggestions for actions LACOE should take to ensure progress toward goals.

Administration of Students Surveys

4/12/21-4/30/2021

Administration of Stakeholder (parents, community members, paraeducators, teachers, school principals, counselors, etc.) Surveys

3/31/2021-4/28/2021

Meetings with Stakeholders

SDMCC meeting (Bargaining Units) - 3/26/2021, 4/27/2021

CIP/DAS meeting – 4/14/2021, 4/28/2021,

Parent Advisory Council meeting – 4/29/2021, 5/13/2021

District English Language Advisory Committee meeting – 4/29/2021, 5/13/2021

Community Members – 4/26/2021, 5/25/2021

SELPA Administrator – 05/25/2021

Public Hearings – 5/18/2021, 6/1/2021, 6/8/2021

A summary of the feedback provided by specific stakeholder groups.

There was a total of 1,171 respondents which represented not only all stakeholders, but also all LACOE sites. The top three selected priorities amongst all the stakeholders were priority 1: basic (conditions of learning) (59%), priority 5: pupil engagement (engagement) (41%), and priority 3: Parental Involvement (39%). There were slight differences within top three priorities between stakeholder groups. Parents, site administrators and support staff selected priority 6: school climate as their third priority (53%, 57%, and 59% respectively). Teachers, paraeducators and district staff selected priority 4: pupil achievement (student outcomes) as one of their top three choices (42%, 44% and 34% respectively).

Goals were drafted with a focus around priorities one, five and three to reflect stakeholder input. In addition, priority six and priority four were also considered in high regard in the development and inclusion in the goals. Once potential goals were drafted, additional stakeholder input was received through focus groups in a variety of six meetings. Stakeholders were able to discuss and provide feedback regarding their agreement with the goals, their focus and intent. They were able to provide suggestions regarding actions LACOE should take to ensure goals would be reached as envisioned by the stakeholders. These discussions led to language changes within the proposed goals as well as the incorporation of additional action items. These changes included adding the purpose of providing mental health and social emotional well-being support to students in goal two. There was also a request, by members of the community, to address the opportunity gap in goal three.

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

Data from the surveys and focus groups was broken down into stakeholders and students. Stakeholders, requested improvement in incorporating effective strategies to improve student learning (i.e., student participation, preventing student learning loss, and ensuring student progress). Moreover, they requested the incorporation of methods and support of students' mental health and social emotional well-being. The goals 2021-24 LCAP include actions that address student achievement and providing them with an equitable access to a 21st century education. The actions of these goals will further address the prevention of student learning loss and ensuring student progress. Mental health and social emotional well-being of students is addressed in the second goal of the LCAP. The actions of these goals will include the methods and supports LACOE will provide students.

Student input was essential in the development of the LCAP, this is why most of the input LACOE received was from students at all school sites. As shown in the feedback received, students expressed a need to increase one-on-one support and additional instructional support offered at the school sites. Goals one and three address this need from students and include actions that serve to provide students with the academic support they need to be successful. In addition to academic support, students expressed a need to increase outreach and utilization of emotional and wellness support at the school as well as improving strategies to monitor mental health and social emotional well-being. The second goal of the LCAP addresses this need and has actions that provide strategies to monitor mental health and ways students can receive services they need.

Goals and Actions

Goal

Goal #	Description
1	All students will have equitable access to a 21 st century education by providing them with standards-aligned instructional materials and with the technology skills needed to become college and career ready.

An explanation of why the LEA has developed this goal.

The COVID-19 pandemic changed the instructional model of LACOE schools going from in-person instruction to distance learning. The need for technology to participate in distance learning created situations of inequality among LACOE students. Some students did not have access to a device and/or internet service. Some students did not have the technology skills needed to use a device or access the JCS Student portal (a LACOE created secured portal for student in the Juvenile Court Schools and county community schools). Teachers and paraeducators had to provide students with mini lessons on how to use the devices and online portal. In addition, LACOE provided all students in need of a device a laptop and a hotspot if needed to access the internet.

The reliance on technology to deliver instruction to students and mental health services created a need to develop a goal that will ensure students have the skills needed to participate in distance learning instruction and become college as well as career ready. Additionally, the goal needs to make certain that students have the necessary technology skills, and teachers, paraeducators, administrators, and mental health providers need training in technology as well. Goal one of the LCAP addresses the need to focus on providing technology professional development to LACOE staff. The skills the LACOE staff develops will better allow them to provide appropriate instruction in all subject areas as well as allow them to train students with current technology skills. This was also a need expressed in various surveys administered to students and stakeholders in the beginning and middle of the pandemic.

During the pandemic, there was also a need to provide students of color equitable access to resources, such as high-quality instruction, to ensure they can succeed academically and in their careers. LACOE stakeholders also expressed the same need, which influenced the development of the first goal of the LCAP. Students, regardless of the school site they attend, will have access to a 21st century education and standards-aligned instructional materials.

This goal was developed to address several state priorities, including state priority one that addresses providing every pupil at LACOE with sufficient access to standards-aligned instructional materials. Additionally, the goal addresses state priority four, *pupil achievement*, by preparing students to be college and career ready. This goal covers priority two, *state standards*, as the goal is to provide students with not only standards-aligned material but also the implementation of state board adopted academic content as well as performance standards for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate (Naviance & Local Data)	Graduation rate at IPoly is 98%; LACHSA is 95%. In total, 218 JCS and CCS students graduated in 2019.				For each year, graduation rates at each site shall increase by two percentage points or maintain at least 98% rate or higher. JCS and CCS shall graduate at least 250 students per year.
College Credit (College and Career Dashboard Indicator, 2020)	JCS – 0% CCS – 0% IPoly – 83.5% LACHSA – 0%				JCS – 30% CCS – 30% IPoly – 93.5% LACHSA – 30%
A-G (College and Career Dashboard Indicator, 2020)	JCS – 0% CCS – 0% IPoly - 95% LACHSA- 82.3%				JCS – 30% CCS – 30% IPoly – 100% LACHSA – 92.3%
Specialized Schools CTE Pathway Completion (College & Career Dashboard Indicator, 2020)	0% All students 0% African American 0% Hispanic/ Latino 0% English Learners 0% Socioeconomic Disadvantage 0% Students with Disabilities 0% Foster Students 0% Homeless Students				15% All students 15% African American 15% Hispanic/ Latino 15% English Learners 15% Socioeconomic Disadvantage 15% Students with Disabilities 15% Foster Students 15% Homeless Students
JCS and CCS CTE Certification (Local Indicator)	37% of all CTE students at the JCS and CCS received certification.				50% of all CTE students at the JCS and CCS shall receive certification.
Advanced Placement Examination (College and Career Dashboard Indicator, 2020)	Specialized High School: 16.2% of students taking the Advanced Placement exam passed with a score of 3 or higher.				Specialized High School shall have 31.2% of students passing the Advanced Placement examination with a score of 3 or higher.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Early Assessment Program (EAP) Assessment (CAASPP scores, 2018-19)	58% of 11 th graders met or exceeded standard for English Language Arts 39% of 11 th graders met or exceeded standard for mathematics				Eleventh graders at LACOE shall meet or exceed standard for English Language Arts by 61%. Eleventh graders at LACOE shall meet or exceed standard in mathematics by 42%.
Standards-aligned instructional Materials (SARC, 2020).	100% of students have access to standards-aligned materials				100% of students shall continue to have access to standards-aligned materials.
Implementation of academic content and performance standards (local indicator).	Academic content and performance standards are 100% implemented for all students.				Academic content and performance standards shall be implemented 100% for all students.
School facilities (SARC, 2020).	100% of facilities are maintained in good repair.				100% of facilities shall continued to be maintained in good repair.
School Facilities (SARC, 2020).	Maintain 100% of facilities in Good repair as indicated by a range of 90% or higher on the facilities inspection tool to meet safety and accountability standards as measured by the William's Compliance regulations.				Maintain the William's Compliance rating of 90% or higher for each school.

Actions

Action #	Title	Description	Total Funds	Contributing
1A	School Facilities	LACOE will continue to inspect school facilities and to undertake appropriate measures to ensure that all facilities are in good repair. LACOE will also collaborate with property owners to resolve any concerns with facilities. Strategies and partnerships with building owners will be implemented to resolve facility needs as reported by FIT reports.	\$1,978,965	N
1B	Graduation Rates	Students who are credit deficient will be provided with support such as: one-one-one tutoring, reading and math intervention programs, and Apex, so they can make progress toward meeting their graduation requirements. LACOE will adopt and adhere to the alternative graduation cohort to measure an accurate graduation rate for the Juvenile Court Schools.	\$2,722,656	N
1C	College Courses	LACOE will expand access to college courses to students by assisting partner agencies with local community colleges and direct student to LA Promise as a method to provide access to higher learning.	\$2,580,285	N
1D	Access to Courses	LACOE will continue to offer all students, the appropriate course placement in English, mathematics, science, history social science, English Language Development, Career Technical Education, Visual Arts and Performing Arts, and other board approved courses. Career Technical Education courses centered on STEM (coding, engineering, and technology) careers will be implemented to at school sites to support 21st Century career readiness.	\$389,369	N
1E	Technology Professional Development	Teachers and site administrators will receive ongoing professional development in technology to embed technology tools in the curriculum and improve pedagogy. Teachers will provide students with technology lessons within the RTSA lessons to teach students current technology skills that will help them succeed academically and in a career.	\$172,439	N

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goal

Goal #	Description
2	Students will be provided with multi-tiered systems of support including community engagement to address their mental health and social emotional well-being to decrease suspensions and increase student engagement.

An explanation of why the LEA has developed this goal.

Student and stakeholder input emphasized a need to continue and improve mental health and social emotional well-being services at LACOE schools. Students and stakeholders expressed they were content with the current services being provided but wanted more services provided with continuous check-ins. They expressed a need to inform students better of mental health and social emotional well-being services available to them. This feedback from students influenced the development of the second goal of the LCAP.

Local and state data indicated a need to decrease suspensions at the camps and halls. In order to achieve a decrease, there is a need to provide multi-tiered systems of supports to address mental health and social emotional well-being. It is the intent that providing students with these services will reduce suspensions at both the halls and camps. These services will support students at all LACOE school sites whose mental health was affected during the pandemic to engage in the classroom at levels equal to those seen before the pandemic.

Parent involvement is crucial in improving the academic and social well-being of all students. This goal addresses the need for parent involvement as well as community engagement from probation and other community stakeholders involved in the education of LACOE students. Actions pertaining to the engagement of the community will be addressed in this goal to decrease suspensions and increase student engagement.

This goal addresses several state priorities including state priority three, pertaining to parental involvement and family engagement. It also addresses priority six, pertaining to school climate to reduce suspension rates and providing safe schools for all students. Metrics will be created to measure the current baseline at LACOE schools of suspensions and parent involvement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates (Local Indicator)	The average attendance rate: JCS: 92.3% CCS: 76.2% IPoly: 97.9% LACHSA: 95.9%				Average attendance rate: JCS: 95% CCS: 90% IPoly: 99.9% LACHSA: 98%
Chronic Absenteeism K-8 (Chronic Absenteeism Dashboard Indicator, 2019)	Overall: 49.1% (Renaissance, Los Padrinos Central and Division of Special Education)				Overall: 19.1% (Renaissance and Central)
Suspension Rate (Local Indicator, Power BI)	JCS: 22% CCS: 6% IPoly: 0% LACHSA: 0.4%				JCS: 10% CCS: 2% IPoly: 0% LACHSA: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Professional Development	<p>97% of staff representing all sites</p> <p>(Internally calculated using survey responses received from participants (341) of mental health/social emotional based professional development trainings during 2020-21)</p>				At the end of each year, staff responses received from mental health/social emotional well-being based on professional development trainings shall report intent to implement/use what they learned at an overall rate of 95% or higher.
Parent Participation	JCS and CCS: 2,209 parents participated in PECP meetings.				Parent participation, in JCS and CCS shall increase by 20%.

Actions

Action #	Title	Description	Total Funds	Contributing
2A	Community and Family Engagement	Community engagement at the PAUs will be monitored to increase parental involvement. Surveys will be administered to students and parents to measure school climate, connectedness and academic interests. Parents will be provided with access to their student's grades and attendance as well as two learning opportunities per month at each PAU. LACOE will continue to disseminate school announcements in the language of the parents to increase parental involvement through letters, flyers, and invitations mailed to families.	\$488,207 (Title I)	Y
2B	PBIS	Continue to fund the Coordinator II position responsible to provide PBIS tier level training to all sites to support a decrease in the number of discipline incidents and increase school safety. The coordinator will also be responsible for the administration of professional development on classroom strategies that support the framework for PBIS and training on laws, policies, and best practices related to student discipline. PBIS, Nonviolent Crisis Intervention (NCI) and Dialectical Behavior Therapy (DBT) training will be continuously provided at all JCS and CCS sites to support a decrease in the number of discipline incidents and increase school safety.	\$176,732	N
2C	Mental Health Support	A school mental health program will be implemented at Renaissance PAU, IPOLY and LACHSA sites. The mental health program staff will support JCS sites with various needs as necessary (e.g., training, consultation, etc.). School staff will be provided with at least one professional development training in relation to Mental Health (e.g., trauma-informed approaches, psychological first aid, etc.) Individual, group, and family mental health counseling will be made available to students. Graduate-level social work interns will be utilized to assist in providing services to students and families such as relationship building and healing. School staff will be provided with mental health consultations regarding concerns related to students. Crisis and threat assessment teams will be employed for students and staff in the event of a crisis, natural disaster, or act of violence/terrorism.		N

Action #	Title	Description	Total Funds	Contributing
2D	Attendance	LACOE office staff, site administrators and teachers will be provided with attendance data on a regular basis to impact student engagement. Support staff will review, plan, and provide students with resources and guidance in order to improve their overall attendance. Support staff will review attendance plans and monitoring attendance on a regular basis to impact engagement.	\$4,963,395	Y
2E	Chronic Absenteeism K-8	LACOE office staff, site administrators and teachers will be provided with chronic absenteeism data on a regular basis to impact student engagement. Support staff will review, plan, and provide students with resources and guidance in order to improve their overall attendance.	\$4,963,395	Y

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goal

Goal #	Description
3	All students will be assigned the necessary support, including a fully credentialed teacher, required to close the opportunity gap and ensure they make expected progress on statewide assessments as well as improve overall English proficiency.

An explanation of why the LEA has developed this goal.

Local and state data indicate that there is a need to improve assessment results in English language arts and mathematics. Although students have demonstrated growth in the Star Renaissance assessment, there is a need to bring students to grade level. The average reading level of students in the JCS and CCS is at the 5.1 level, this is far below the average grade level of the students. In mathematics, the students in the JCS and CCS are performing at the 6.1 level. This is also below the average grade level of the students. This goal addresses the need to close the opportunity gap of all students to ensure they reach grade level during their time at a LACOE school.

CAASPP data results from the 2018-19 indicate students at the JCS and CCS are performing in both English language arts and mathematics well below the state average. This goal addresses this issue by assigning actions that will help students increase in English Language Arts and in mathematics in the CAASPP assessment.

English language proficiency data and reclassification rate also indicate a need to improve the language proficiency of students. The reclassification rate decreased in 2019-20 from the previous school year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP – ELA (ELA Dashboard Indicator, 2019)	IPoly: Green (89% CAASPP Website) LACHSA: Blue (91% CAASPP Website) CCS: Cohort not significant JCS: Cohort not significant				IPoly: Blue (92% CAASPP Website) LACHSA: Blue (95% CAASPP Website)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP – Math (Math Dashboard Indicator, 2019)	IPoly: Green (63% CAASPP Website) LACHSA: Blue (55% CAASPP Website) CCS: Cohort not significant JCS: Cohort not significant				IPoly: Blue (70% CAASPP Website) LACHSA: Blue (60% CAASPP Website)
Reclassification Rate (2019-20, DataQuest)	Reclassification rate at LACOE: 4%				Reclassification rate will increase to 20%.
Progress towards English Proficiency (ELPAC, 2018-19)	LACOE: 7.63% of English learners received a score of 4 on the ELPAC.				LACOE: 20% of English learners will receive a score of 4 on the ELPAC.
STAR Reading data (Local Indicator for JCS and CCS sites)	Data for 2020-21 reflects the average score for all testing windows. 5.1 GLE: All Students 4.5 GLE: African American 5.1 GLE: Hispanic/ Latino 3.8 GLE: English Learners 4.6 GLE: SPED 4.9 GLE: Foster Students 5.6 GLE: Homeless Students				Data for 2023-24 will reflect the average score for all testing windows. 6.6 GLE: All Students 5.9 GLE: African American 6.6 GLE: Hispanic/ Latino 4.9 GLE: English Learners 6.0 GLE: SPED 6.4 GLE: Foster Students 7.2 GLE: Homeless Students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR Math data (Local Indicator for JCS and CCS sites)	Data for 2020-21 reflects the average score for all testing windows. 6.1 GLE: All Students 5.7 GLE: African American 6.2 GLE: Hispanic/ Latino 5.5 GLE: English Learners 5.6 GLE: SPED 6.4 GLE: Foster Students 6.5 GLE: Homeless Students				Data for 2023-24 will reflect the average score for all testing windows. 6.7 GLE: All Students 7.4 GLE: African American 6.8 GLE: Hispanic/ Latino 7.2 GLE: English Learners 7.3 GLE: SPED 7.0 GLE: Foster Students 7.2 GLE: Homeless Students
Credentialed Teachers	100% of LACOE teachers have a full credential.				LACOE shall have 100% of teachers fully credentialed.

Actions

Action #	Title	Description	Total Funds	Contributing
3A	English Learners	<p>LACOE will continue to offer English learners a variety of courses that include designated and integrated English Language Development (ELD). The English Learner Master Plan will be implemented at all LACOE school sites to provide oversight and monitoring of English learners as well reclassified students for four years. English learners will continue to be supported through classroom instruction, interventions, and enrichment activities, so they can achieve annual progress in learning English and reach reclassification.</p> <p>Newcomer English Learners will be assessed in mathematics and reading using the Star Renaissance assessment to measure level of proficiency in their primary language. English Learners Teachers on Special Assignment (TOSA) will provide intensive support in speaking, reading, and writing to students scoring in the “Beginning to Develop” level of the ELPAC.</p>	\$14,121,151	Y
3B	Reclassification	Reclassified students will be monitored for four years after reclassification and if needed, they will be provided with extra support to ensure they succeed academically.	\$263,937	Y
3C	Interventions	Provide academic support, including coordination of instruction, interventions, enrichment opportunities, and/or tutoring to expelled youth and monitor their growth. Interventions in the form of reading intervention (Read 180), math intervention (Math 180), supplemental reading program (Achieve 3000), and supplemental math program (Imagine Math). Additionally, extended learning opportunities will be provided to students to support student achievement through tutoring opportunities for students who are need of academic support.	\$2,403,553	N
3D	Expelled Youth	LACOE staff will collaborate and align services with local agencies and community-based organizations for Expelled Youth in order to coordinate instruction and their Individual Learning Plans. Training and professional development will be continuously provided for administrators, counselors, and teachers on developing and monitoring student Individual Learning Plans.	\$2,403,553	Y

Action #	Title	Description	Total Funds	Contributing
3E	Foster Youth	LACOE will identify foster youth using the LACOE developed Educational Passport System (EPS). Continue to send educational related data to shared database, LA Educational Passport and Aftercare. Foster youth will be referred with partner agencies to support and monitor students' progress along with coordinate service agencies. The equity counselors and mental health program staff will provide foster students with resources and trauma informed counseling.	\$2,403,553	Y
3F	Dissemination of Data	LACOE will disseminate data by student group on a regular basis to LACOE office staff and site administrators on the ELPAC, CAASPP, Star Renaissance assessment, the California Dashboard, DataQuest, and other databases to improve the academic achievement of all students. Data from student surveys will be disseminated to inform LACOE of student and stakeholder input, needs, challenges, and areas of growth. There will also be a continuation of the use of Microsoft's Power BI to support data chats and review student achievement.	\$108,737	N
3G	Instruction	RTSA will continue to be implemented at all JCS and CCS schools and professional development will be provided to teachers in order to increase student achievement. Administrative observations and walkthroughs will be used to provide instructional feedback to teachers in order to improve instruction. Curriculum and instruction will be monitored and reviewed to connect the Common Core State Standards and the California English Language Development standards.	\$389,369	N
3H	Teacher Credentialing	LACOE will assign fully credentialed teachers to make sure to meet the unique needs of low-income, English learners, expelled youth and foster youth students.	\$1,978,965	Y
3I	Conditions for Learning	Data will be reported on conditions for learning (textbooks and facilities) on a regular basis. School facilities will be inspected to take appropriate measures in ensuring that all facilities are in good repair. Textbooks will be inventoried, ordered, and distributed so that all students have access to a standards-aligned textbooks and curriculum. Textbook sufficiency reports will continue on a yearly basis.	\$172,439	N

Action #	Title	Description	Total Funds	Contributing
3J	Homeless Students	The LACOE staff, will conduct training and professional development on laws, policies, and best practices for homeless students. They will also participate in all LACOE-FYS/Homeless Education Liaison meetings. Additional staff such as the equity counselors and mental health program staff will support homeless students by providing them with targeted resources and counseling.	\$142,371	Y
3K	Assessments	LACOE will continue to administer state required assessments (CAASPP, ELPAC, IABs, etc.) and the Star Renaissance assessment at the JCS and CCS. The NWEA assessment will be administered at the specialized high schools periodically. Teachers will receive ongoing training on their respective local assessment to monitor student growth and provide the appropriate interventions for students in need.	\$103,627	N
3L	Data Chats	Data chats will continue to occur on a regular basis at the district and site level. During their Professional Learning Communities (PLC) Site, administrators and teachers will review test data from state and local assessments to create RTSA unit plans to address the needs as well as direct support and programs.	\$4,167,955	N
3M	Professional Development	Teachers, paraeducators, administrators, and district office staff will be provided with ongoing professional development in the RTSA unit plan, Common Core State Standards in English Language Arts and mathematics. They will also receive ongoing professional development in History-Social Science, the Next Generation Science Standards, the English Learners Master Plan and other subject areas to improve student assessment results. Ongoing training will be provided on ELPAC and English Language Development strategies to support English learners in reading, listening, speaking, and writing.	\$389,369	N
3N	Culturally Responsive Pedagogy	Culturally Responsive pedagogy will be used to address the needs of all students and ensure equity and access with a focus on African American students in the areas of English Language Arts and mathematics.	\$389,369	N

Action #	Title	Description	Total Funds	Contributing
30	Students with Disabilities	LACOE will reduce the number of suspensions of students with disabilities at the camps and halls schools. Students with disabilities will be provided academic support/interventions to increase their academic achievement in English Language Arts and mathematics. Parent engagement will be used to collaborate with parents to provide students with the appropriate IEP goals and interventions to increase test participation as well as scores.		Y

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
20.70%	34,369,953

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

LACOE exists to serve some of the most vulnerable populations in Los Angeles County including incarcerated students, foster youth, and students with the most significant disabilities. The needs of foster youth, English learners, and low-income students are prioritized when evaluating the school program to determine areas where additional support is warranted and actions are designed with those student groups in mind. In alignment with strategies identified in the 2020-21 Learning Continuity Plan and the Extended Learning Opportunities Grant 2021 the following actions will address the needs of foster youth, English learners, and low-income students:

English Learners - LACOE Educational Programs schools support English learner (EL) students using English 3D as the core curriculum and Read 180/ACCESS Newcomers as supplemental supports. Within designated English language development (ELD), the focus is on the state-adopted ELD standards to assist EL students to develop and improve in English language skills. Integrated ELD focuses on the state-adopted core academic standards, additional one-on-one support and access to web-based programs

Students with Disabilities - Instructional needs are being addressed alongside non-disabled peers through a supported continuum of distance learning options including virtual classrooms with direct instruction, remote and in-person related services, and learning portfolios for independent practice and students who may be quarantined. Additional supports are dependent on both the emergent needs of the student as they engage in distance learning and the student’s IEP.

Low-Income Students – LACOE schools will offer a variety of assessments and academic and social-emotional supports to low-income students. LACOE will monitor multiple chronic absence, contact information, and overall connectivity to ensure equity and achievement. The first strategy will be to meet with students and significant adults to assess issues, needs, and possible causes for learning loss. This discussion will coincide with initial assessments through

Star Renaissance, review of student work, and overall academic performance. Second, school counselors will formulate an individual learning plan with the student and parent/guardian to support overcoming any obstacles, resolve any issues, and meet any needs of the student to enhance learning for the student. Low-income students will also have access to behavior counselors for socio-emotional support and wellness counselors for support regarding nutrition and making healthy choices. Low-income students will be regularly assessed and directed to participate in remediation as needed through intervention curriculum, credit recovery programs, and multiple opportunities to address learning loss through supplemental instruction and tutoring. When low-income students exit juvenile court schools, they will continue to have access to intervention programs such as Imagine Math, Achieve3000, Read 180, Math 180, and other supplemental programs.

Homeless Students - LACOE staff and the homeless liaison will support homeless students to ensure they are provided the necessities to achieve in school. LACOE will monitor multiple chronic absence, contact information, and overall connectivity to ensure equity and achievement. The first strategy will be to meet with student and significant adults to assess issues and needs and possible causes for the learning loss. This discussion will coincide with initial assessments through Star Renaissance, review of student work, and overall academic performance. Second, school counselors will formulate an individual learning plan with the student and parent/guardian to support overcoming any obstacles, resolve any issues, and meet any needs of the student to enhance learning for the student. Homeless students will be regularly assessed and directed to participate in remediation as needed through intervention curriculum, credit recovery programs, and multiple opportunities to address learning loss through supplemental instruction and tutoring. When homeless students exit juvenile court schools, they will continue to have access to intervention programs such as Imagine Math, Achieve3000, Read 180, Math 180, and other supplemental programs.

Foster Youth – LACOE will collect actionable data that is accurate, accessible, timely, and understandable. This will require monitoring multiple metrics including chronic absence, contact, connectivity, equity, and achievement. The first strategy will be to meet with student and significant adults in the student’s village to assess issues and needs and possible causes for the learning loss. For example, significant adults include foster parents, caseworker and social worker, attorney, Probation, and class teacher. The second strategy is to formulate a plan with the student and parent/guardian to overcome any obstacles, resolve any issues, and to meet any needs of the student to enhance learning for the student. These strategies are not unlike strategies that you would use with any student demonstrating learning loss. The strategies only differ by the names and numbers of participants for students in foster care or experiencing homelessness are greater than for a student in the general population. Moreover, these strategies will consider the extending issues for students in foster care or experiencing homelessness. Such issues may be unique and include trauma, neglect, abandonment, social-emotional and loneliness feeling. When foster students exit juvenile court schools, they will continue to have access to intervention programs such as Imagine Math, Achieve3000, Read 180, Math 180, and other supplemental programs.

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

Foster Youth - Additional supports to assist pupils in foster care are under multiple areas such as:

Title I Basic Necessities support for food, school supplies, clothing, and personal and health needs; immediate school enrollment with or without documentation and/or transitions assistance to student's school of origin; connection to LACOE's homeless coordinator and Foster Youth Services to connect with the group homes, foster parent, and students; academic assessments for math and reading, pre and post to assist in discovering academic gaps; graduation planning and both notification and eligibility to AB 167/216 and AB 1806 CA Graduation Waiver to be able to graduate on time with cohort; Individualized Learning Plans created and developed with the youth experiencing homelessness or in foster care; educational equity with all other students; positive engagement with the LACOE homeless and foster liaison and the school staff including teacher, counselor, and administrator to build capacity and resilience in the student. LACOE counselors and school staff have received Trauma-Informed Practices training to serve unique populations better. LACOE homeless and foster liaison will connect with group home staff or foster parent to discuss educational needs. LACOE homeless and foster liaison will work with county child welfare agencies to provide ongoing support with educational needs from case or social workers and Probation.

English Learners - LACOE Educational Programs school sites support English learner (EL) students using English 3D as the core curriculum and Read 180/ACCESS Newcomers as the supplemental supports. Within designated ELD, the focus is on the state-adopted English Language Development (ELD) standards to assist EL students to develop and improve in English language skills. Integrated ELD focuses on the state- adopted core academic standards, teachers' support in a pull-out model, a push-in model, or a designated ELD class period, and strategies to enhance instruction such as check, think pair share, visual, charts and graphs are embedded in daily instruction. Strategies also include portable Academic Language, Words to Know, Word Frames, improving speaking and listening skills through daily opportunities for peer collaboration, discussion and 'broadcast' ready formal speeches through in-person instruction.

Low-Income Students – Early identification and ensuring that student records are accurate upon enrollment are paramount. Once students are properly identified, LACOE schools will offer a variety of assessments and academic and social-emotional supports to low-income students. LACOE will monitor multiple chronic absence, contact information, initial assessments through Star Renaissance, review of student work, and overall academic performance. School counselors will formulate an individual learning plan with the student and parent/guardian to support overcoming any obstacles, resolve any issues, and meet any needs of the student to enhance learning for the student. Low-income students will also have access to behavior counselors for socio-emotional support and wellness counselors for support regarding social, emotional, and behavior needs. Low-income students will be regularly assessed and guided to participate in support programs, as needed, such as through intervention curriculum and credit recovery programs.

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 34,033,242	\$ 34,521,449
LEA-wide Total:	\$ 4,771,887	\$ 4,771,887
Limited Total:	\$ 24,297,960	\$ 24,786,167
Schoolwide Total:	\$ 4,963,395	\$ 4,963,395

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1A	School Facilities	LEA-wide		All	\$ 1,978,965	\$ 1,978,965
1	1C	College Courses	Schoolwide		All	\$ 2,580,285	\$ 2,580,285
1	1D	Access to Courses	LEA-wide		All	\$ 389,369	\$ 389,369
1	1E	Technology Professional Development	LEA-wide		All	\$ 172,439	\$ 172,439
2	2A	Community and Family Engagement	Limited	Low-income	All	\$ 488,207	\$ 488,207
2	2B	PBIs	Schoolwide		JCS, CCS	\$ 176,732	\$ 176,732
2	2C	Mental Health Support	LEA-wide		All	\$ -	\$ -
2	2D	Attendance	Schoolwide	Low-income	JCS, CCS	\$ 4,963,395	\$ 4,963,395
2	2E	Chronic Absenteeism	Limited	Low-income	JCS, CCS	\$ 4,963,395	\$ 4,963,395
3	3A	English Learners	Limited	English Learners	All	\$ 14,121,151	\$ 14,121,151
3	3B	Reclassification	Limited	English Learners	All	\$ 263,937	\$ 263,937
3	3C	Interventions	LEA-wide	Low-income	All	\$ 2,403,553	\$ 2,403,553
3	3D	Expelled Youth	Limited	Low-income	JCS, CCS	\$ 2,403,553	\$ 2,403,553
3	3E	Foster Youth	Limited	Foster Youth	JCS, CCS	\$ 2,403,553	\$ 2,403,553
3	3F	Dissemination of Data	LEA-wide		All	\$ 108,737	\$ 108,737
3	3G	Instruction	LEA-wide	Low-income	All	\$ 389,369	\$ 389,369
3	3H	Teacher Credentialing	LEA-wide	Low-income	All	\$ 1,978,965	\$ 1,978,965
3	3I	Conditions for Learning	LEA-wide		All	\$ 172,439	\$ 172,439
3	3J	Homeless Students	Limited	Low-income	JCS, CCS	\$ 142,371	\$ 142,371
3	3K	Assessments	LEA-wide		All	\$ 103,627	\$ 103,627
3	3L	Data Chats	LEA-wide		All	\$ 4,167,955	\$ 4,167,955
3	3M	Professional Development	Schoolwide		All	\$ 389,369	\$ 389,369
3	3N	Culturally Responsive Pedagogy	Schoolwide		JCS, CCS	\$ 389,369	\$ 389,369
3	3O	Students with Disabilities	LEA-wide	Low-income	All	\$ -	\$ -

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Los Angeles County Office of Education	Jason Hasty, Executive Director	hasty_jason@lacoed.edu 562-419-6890

Plan Summary 2021-24

General Information

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

The Los Angeles County Office of Education (LACOE) Educational Programs operates a variety of educational programs consisting of juvenile court schools, county community schools, and specialized high schools. Currently, Juvenile Court Schools (JCS) serve over 400 students daily, Renaissance PAU serves over 200 students daily, and International Polytechnic High School (IPoly) and Los Angeles County High School of the Arts (LACHSA) together serve approximately 1,000 students daily.

Juvenile Court Schools

LACOE operates the nation’s largest Juvenile Court Schools (JCS) system. The goal of LACOE is to support students in meeting their high school graduation requirements and successfully transition to college, careers, and their communities.

Schools, including residential education centers, are grouped under the following Principal Administrative Units (PAUs):

Juvenile Halls:

- Barry J. Nidorf School
- Central School

Camps:

- Afflerbaugh-Paige School
- Rocky School
- Campus Kilpatrick
- Kirby School

The JCS student population includes:

Hispanic or Latino (64%), White (4%), American Indian/Alaskan Native (0.32%), Filipino (0.32%), Black (32%), Socially Economically Disadvantaged (100%), English Learners (20%), Special Education (37%)

Alternative Education

Alternative education provides differentiated learning environments that maximize the potential for school success.

County Community Schools offer small, supportive learning environments that address the unique needs of students expelled from comprehensive schools, and students referred by their district of residence or the department of Probation due to truancy, behavior, credit deficiency, or other issue. The County Community Schools (CCS) are organized under one PAU covering Los Angeles County. Renaissance PAU groups the following sites:

- Bermudez CCS & IS
- El Monte CCS
- Jonas Salk CCS
- La Brea IS
- Mujeres y Hombres Nobles CCS
- Second Chance IS
- Tri-Community CCS
- Valley IS
- Visions Learning Center

CCS student population includes:

Hispanic or Latino (70%), White (2%), Black (26%), Filipino (0.5%), Asian (1.5%), Socially Economically Disadvantaged (84%), English Learners (20%), Special Education (6%)

Specialized High Schools

The specialized high schools offer programs to students with special interests or talents. International Polytechnic High School (IPoly) is a project-based college-preparatory program integrating academics with real-world applications and teamwork, with a focus on civics and global issues. It is operated in partnership with and on the campus of Cal Poly Pomona. IPoly is a California Gold Ribbon School and a Distinguished School.

IPoly's student population includes:

Hispanic or Latino (59%), White (7%), American Indian/Alaskan Native (0.42), Asian (10%), Filipino (12%), Black (3%), Multi-Ethnic (9%), English Learners (1%), Special Education (6%), Social Economically disadvantaged (38%)

The Los Angeles County High School for the Arts (LACHSA) is a college-preparatory program combined with conservatory-style training in the visual and performing arts. It is operated in partnership with and on the campus of Cal State Los Angeles.

LACHSA's student population includes:

Hispanic or Latino (30%), White (39%), Asian (9%), Pacific Islander (0.2%), Filipino (1%), Black (9%), Multi-Ethnic (12.36%), English Learners (0.3%), Socially Economically Disadvantaged (17%), Special Education (5%)

Reflections: Successes

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

California School Dashboard 2019-20 (Due to limited data for the 2020-21 school year, data reported will be from the 2019-20 school year)

English Language Arts

All Students – Blue. Overall, the indicator for ELA increased by 53.8 points.

Latinx- Blue

LACHSA – Blue

IPoly – Green

Mathematics

LACHSA – Blue. Overall, the indicator for Math increased by 50.5 points.

IPoly - Green

A-G Completion

All Students - 89.1%

African American – 80%

Latinx- 88.9%

College Career Indicator

All Students – Increase 3.6%

Local Data (Star Renaissance Assessment)

Reading (Learning gain in Grade Level Equivalency. Each 0.1 indicates an approximate one-month growth.)

Overall – 0.5 growth in GLE

Foster Youth – 0.4 growth in GLE

Homeless – 1.2 growth in GLE

SPED – 0.5 growth in GLE

African American – 0.2 growth in GLE

Latinx – 0.7 growth in GLE

Math (Learning gain in Grade Level Equivalency. Each 0.1 indicates an approximate one-month growth.)

Overall - 1.2 growth in GLE

Foster Youth – 1.7 growth in GLE

Homeless – 2.2 growth in GLE

SPED – 1.2 growth in GLE

EL – 1.1 growth in GLE

African American – 1.0 growth in GLE

Latinx – 1.3 growth in GLE

Reflections: Identified Need

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

California School Dashboard 2019-20 (Due to COVID -19, limited data is available for the 2020-21 school year, data reported will be from the 2019-20 school year)

English Language Arts

Socioeconomically Disadvantaged– Yellow

California School Dashboard 2020-21 (limited data available due to the COVID-19 pandemic)

Mathematics

All Students – Yellow

Socioeconomically Disadvantaged – Yellow

African American – Orange

Latinx– Yellow

Suspension Rate

All Students – Red. Overall, suspensions increased by 2.6%.

English Learners – Red

Foster Youth – Red

Homeless – Red

Socioeconomically Disadvantaged – Orange

African American – Red

Latinx– Red

Two or More Races – Red

Chronic Absenteeism

All Students – Red. Overall, chronic absenteeism increased by 3.7%.

English Learner – Orange

Foster Youth – Red

Socioeconomically Disadvantaged – Red

Students with Disabilities – Orange

Latinx– Red

California School Dashboard 2020-21 (limited data available due to the COVID-19 pandemic)

Graduation Rate

- All Students – Red. Although graduation rate increased by 7.7%, we are still in the red.
- English Learners – Red
- Foster Youth – Red
- Homeless – Red
- Socioeconomically Disadvantaged – Red
- Students with Disabilities – Red
- African American – Red
- Latinx- Red

Local Data (Star Renaissance Assessment)

Reading (Learning loss in Grade Level Equivalency. Each negative 0.1 indicates an approximate loss of one month of reading)

English Learners = -0.2 GLE learning loss

LCAP Highlights

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

The three LCAP goals were developed based on stakeholder input gathered through surveys and focus groups. The goals reflect the needs of students and stakeholders during our current time. They also cover all ten state priorities to ensure that all students’ needs are met. At least one of the goals addresses the need to provide all student with equitable access to a 21st century education regardless of the LACOE school site they attend. Another goal addresses the mental health and social emotional well-being of LACOE students during and after the pandemic. The purpose of this goal is to decrease suspensions at LACOE schools and to reengage students in instruction. The third goal addresses the need to ensure that all students achieve academically in the CAASPP and other assessments as well as reach fluency in English.

In the addition to replacing the goals of the old LCAP with new ones reflecting the current local data, the actions of the goals have been updated. This change was made to better meet the goals and the metrics established in the annual measurable outcomes. Additionally, this change provides greater transparency to the community in regards to the funding needed for the actions.

Comprehensive Support and Improvement

A LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Nidorf
- Central
- Afflerbaugh-Paige
- Campus Kilpatrick
- Renaissance

Support for Identified Schools

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

Los Angeles County Office of Education Educational Programs (LACOE EP) has supported training efforts in developing the individual sites' problem of practice and root causes using data from the California Dashboard (December 2019). Additional data such as STAR assessments will be used in conjunction with Dashboard data to assist sites with their individual planning. The team consists of 21 members in total including: site level teachers, administrators and central office staff. Based on the Differentiated Assistance Support (DAS) team recommendations, the Continuous Improvement Plan (CIP) identifies the Problem of Practice, conducts a Root Cause Analysis, and develops the Action Plan to address the needs of the students at each site. Defining each site's problem of practice and root causes is instrumental to informing and articulating the direct work with students and staff at the school site level for CSI.

System of Support: One of the main initiatives of the CIP is creating and sustaining a system of support. To address the need for a system of support, LACOE EP will provide system-wide structures to building staff capacity in the areas of content standards, instructional practices, and social emotional learning. These system-wide structures include creating and maintaining a testing calendar for internal diagnostic testing, developing and communicating the results of a needs assessment survey, and gathering feedback on initiatives.

Monitoring and Evaluating Effectiveness

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

Monitoring and evaluating the implementation and effectiveness of the plan to support students and school improvement will be through the following two main outcomes:

- Students STAR test scores will increase by 35 points (scale score) of growth (grade level equivalency) as measured by STAR data in Reading and Math
- Progress on the Dashboard indicators and yearly attainment of desired outcomes related to the LCAP goals (information under Measuring and Report Results table for each goal).

**Please note that due to COVID-19, no Dashboard Data will be available to indicate growth in December 2021.*

Stakeholder Engagement

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

The stakeholder process began with a survey created to gather stakeholder feedback, both quantitative and qualitative, among all groups. These groups consisted of the following: students, parents, teachers, principals, support staff, central office staff, community organizations, and other involved individuals. LACOE was able to incorporate 1,171 responses, which included all stakeholder groups as well as all sites from these surveys.

Results were analyzed and used in the development of the LCAP goals. Qualitative feedback, providing recommendations for services to specialized populations. During the drafting of these goals, additional stakeholders were consulted with through various discussions and focus groups. These additional focus groups and meetings included the following stakeholders: students, community members, parents, teachers, administrators, paraeducators, counselors, bargaining units, the Parent Advisory Council (PAC), and the District English Learner Advisory Committee (DELAC). This stakeholder engagement helped to form agreement of proposed goals, suggested language changes, as well as suggestions for actions LACOE should take to ensure progress toward goals.

Administration of Students Surveys

4/12/21-4/30/2021

Administration of Stakeholder (parents, community members, paraeducators, teachers, school principals, counselors, etc.) Surveys

3/31/2021-4/28/2021

Meetings with Stakeholders

SDMCC meeting (Bargaining Units) - 3/26/2021, 4/27/2021

CIP/DAS meeting – 4/14/2021, 4/28/2021,

Parent Advisory Council meeting – 4/29/2021, 5/13/2021

District English Language Advisory Committee meeting – 4/29/2021, 5/13/2021

Community Members – 4/26/2021, 5/25/2021

SELPA Administrator – 05/25/2021

Public Hearings – 5/18/2021, 6/1/2021, 6/8/2021

A summary of the feedback provided by specific stakeholder groups.

There was a total of 1,171 respondents which represented not only all stakeholders, but also all LACOE sites. The top three selected priorities amongst all the stakeholders were priority 1: basic (conditions of learning) (59%), priority 5: pupil engagement (engagement) (41%), and priority 3: Parental Involvement (39%). There were slight differences within top three priorities between stakeholder groups. Parents, site administrators and support staff selected priority 6: school climate as their third priority (53%, 57%, and 59% respectively). Teachers, paraeducators and district staff selected priority 4: pupil achievement (student outcomes) as one of their top three choices (42%, 44% and 34% respectively).

Goals were drafted with a focus around priorities one, five and three to reflect stakeholder input. In addition, priority six and priority four were also considered in high regard in the development and inclusion in the goals. Once potential goals were drafted, additional stakeholder input was received through focus groups in a variety of six meetings. Stakeholders were able to discuss and provide feedback regarding their agreement with the goals, their focus and intent. They were able to provide suggestions regarding actions LACOE should take to ensure goals would be reached as envisioned by the stakeholders. These discussions led to language changes within the proposed goals as well as the incorporation of additional action items. These changes included adding the purpose of providing mental health and social emotional well-being support to students in goal two. There was also a request, by members of the community, to address the opportunity gap in goal three.

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

Data from the surveys and focus groups was broken down into stakeholders and students. Stakeholders, requested improvement in incorporating effective strategies to improve student learning (i.e., student participation, preventing student learning loss, and ensuring student progress). Moreover, they requested the incorporation of methods and support of students' mental health and social emotional well-being. The goals 2021-24 LCAP include actions that address student achievement and providing them with an equitable access to a 21st century education. The actions of these goals will further address the prevention of student learning loss and ensuring student progress. Mental health and social emotional well-being of students is addressed in the second goal of the LCAP. The actions of these goals will include the methods and supports LACOE will provide students.

Student input was essential in the development of the LCAP, this is why most of the input LACOE received was from students at all school sites. As shown in the feedback received, students expressed a need to increase one-on-one support and additional instructional support offered at the school sites. Goals one and three address this need from students and include actions that serve to provide students with the academic support they need to be successful. In addition to academic support, students expressed a need to increase outreach and utilization of emotional and wellness support at the school as well as improving strategies to monitor mental health and social emotional well-being. The second goal of the LCAP addresses this need and has actions that provide strategies to monitor mental health and ways students can receive services they need.

Goals and Actions

Goal

Goal #	Description
1	All students will have equitable access to a 21 st century education by providing them with standards-aligned instructional materials and with the technology skills needed to become college and career ready.

An explanation of why the LEA has developed this goal.

The COVID-19 pandemic changed the instructional model of LACOE schools going from in-person instruction to distance learning. The need for technology to participate in distance learning created situations of inequality among LACOE students. Some students did not have access to a device and/or internet service. Some students did not have the technology skills needed to use a device or access the JCS Student portal (a LACOE created secured portal for student in the Juvenile Court Schools and county community schools). Teachers and paraeducators had to provide students with mini lessons on how to use the devices and online portal. In addition, LACOE provided all students in need of a device a laptop and a hotspot if needed to access the internet.

The reliance on technology to deliver instruction to students and mental health services created a need to develop a goal that will ensure students have the skills needed to participate in distance learning instruction and become college as well as career ready. Additionally, the goal needs to make certain that students have the necessary technology skills, and teachers, paraeducators, administrators, and mental health providers need training in technology as well. Goal one of the LCAP addresses the need to focus on providing technology professional development to LACOE staff. The skills the LACOE staff develops will better allow them to provide appropriate instruction in all subject areas as well as allow them to train students with current technology skills. This was also a need expressed in various surveys administered to students and stakeholders in the beginning and middle of the pandemic.

During the pandemic, there was also a need to provide students of color equitable access to resources, such as high-quality instruction, to ensure they can succeed academically and in their careers. LACOE stakeholders also expressed the same need, which influenced the development of the first goal of the LCAP. Students, regardless of the school site they attend, will have access to a 21st century education and standards-aligned instructional materials.

This goal was developed to address several state priorities, including state priority one that addresses providing every pupil at LACOE with sufficient access to standards-aligned instructional materials. Additionally, the goal addresses state priority four, *pupil achievement*, by preparing students to be college and career ready. This goal covers priority two, *state standards*, as the goal is to provide students with not only standards-aligned material but also the implementation of state board adopted academic content as well as performance standards for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate (Naviance & Local Data)	Graduation rate at IPoly is 98%; LACHSA is 95%. In total, 218 JCS and CCS students graduated in 2019.				For each year, graduation rates at each site shall increase by two percentage points or maintain at least 98% rate or higher. JCS and CCS shall graduate at least 250 students per year.
College Credit (College and Career Dashboard Indicator, 2020)	JCS – 0% CCS – 0% IPoly – 83.5% LACHSA – 0%				JCS – 30% CCS – 30% IPoly – 93.5% LACHSA – 30%
A-G (College and Career Dashboard Indicator, 2020)	JCS – 0% CCS – 0% IPoly - 95% LACHSA- 82.3%				JCS – 30% CCS – 30% IPoly – 100% LACHSA – 92.3%
Specialized Schools CTE Pathway Completion (College & Career Dashboard Indicator, 2020)	0% All students 0% African American 0% Hispanic/ Latino 0% English Learners 0% Socioeconomic Disadvantage 0% Students with Disabilities 0% Foster Students 0% Homeless Students				15% All students 15% African American 15% Hispanic/ Latino 15% English Learners 15% Socioeconomic Disadvantage 15% Students with Disabilities 15% Foster Students 15% Homeless Students
JCS and CCS CTE Certification (Local Indicator)	37% of all CTE students at the JCS and CCS received certification.				50% of all CTE students at the JCS and CCS shall receive certification.
Advanced Placement Examination (College and Career Dashboard Indicator, 2020)	Specialized High School: 16.2% of students taking the Advanced Placement exam passed with a score of 3 or higher.				Specialized High School shall have 31.2% of students passing the Advanced Placement examination with a score of 3 or higher.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Early Assessment Program (EAP) Assessment (CAASPP scores, 2018-19)	58% of 11 th graders met or exceeded standard for English Language Arts 39% of 11 th graders met or exceeded standard for mathematics				Eleventh graders at LACOE shall meet or exceed standard for English Language Arts by 61%. Eleventh graders at LACOE shall meet or exceed standard in mathematics by 42%.
Standards-aligned instructional Materials (SARC, 2020).	100% of students have access to standards-aligned materials				100% of students shall continue to have access to standards-aligned materials.
Implementation of academic content and performance standards (local indicator).	Academic content and performance standards are 100% implemented for all students.				Academic content and performance standards shall be implemented 100% for all students.
School facilities (SARC, 2020).	100% of facilities are maintained in good repair.				100% of facilities shall continued to be maintained in good repair.
School Facilities (SARC, 2020).	Maintain 100% of facilities in Good repair as indicated by a range of 90% or higher on the facilities inspection tool to meet safety and accountability standards as measured by the William's Compliance regulations.				Maintain the William's Compliance rating of 90% or higher for each school.

Actions

Action #	Title	Description	Total Funds	Contributing
1A	School Facilities	LACOE will continue to inspect school facilities and to undertake appropriate measures to ensure that all facilities are in good repair. LACOE will also collaborate with property owners to resolve any concerns with facilities. Strategies and partnerships with building owners will be implemented to resolve facility needs as reported by FIT reports.	\$1,978,965	N
1B	Graduation Rates	Students who are credit deficient will be provided with support such as: one-one-one tutoring, reading and math intervention programs, and Apex, so they can make progress toward meeting their graduation requirements. LACOE will adopt and adhere to the alternative graduation cohort to measure an accurate graduation rate for the Juvenile Court Schools.	\$2,722,656	N
1C	College Courses	LACOE will expand access to college courses to students by assisting partner agencies with local community colleges and direct student to LA Promise as a method to provide access to higher learning.	\$2,580,285	N
1D	Access to Courses	LACOE will continue to offer all students, the appropriate course placement in English, mathematics, science, history social science, English Language Development, Career Technical Education, Visual Arts and Performing Arts, and other board approved courses. Career Technical Education courses centered on STEM (coding, engineering, and technology) careers will be implemented to at school sites to support 21st Century career readiness.	\$389,369	N
1E	Technology Professional Development	Teachers and site administrators will receive ongoing professional development in technology to embed technology tools in the curriculum and improve pedagogy. Teachers will provide students with technology lessons within the RTSA lessons to teach students current technology skills that will help them succeed academically and in a career.	\$172,439	N

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goal

Goal #	Description
2	Students will be provided with multi-tiered systems of support including community engagement to address their mental health and social emotional well-being to decrease suspensions and increase student engagement.

An explanation of why the LEA has developed this goal.

Student and stakeholder input emphasized a need to continue and improve mental health and social emotional well-being services at LACOE schools. Students and stakeholders expressed they were content with the current services being provided but wanted more services provided with continuous check-ins. They expressed a need to inform students better of mental health and social emotional well-being services available to them. This feedback from students influenced the development of the second goal of the LCAP.

Local and state data indicated a need to decrease suspensions at the camps and halls. In order to achieve a decrease, there is a need to provide multi-tiered systems of supports to address mental health and social emotional well-being. It is the intent that providing students with these services will reduce suspensions at both the halls and camps. These services will support students at all LACOE school sites whose mental health was affected during the pandemic to engage in the classroom at levels equal to those seen before the pandemic.

Parent involvement is crucial in improving the academic and social well-being of all students. This goal addresses the need for parent involvement as well as community engagement from probation and other community stakeholders involved in the education of LACOE students. Actions pertaining to the engagement of the community will be addressed in this goal to decrease suspensions and increase student engagement.

This goal addresses several state priorities including state priority three, pertaining to parental involvement and family engagement. It also addresses priority six, pertaining to school climate to reduce suspension rates and providing safe schools for all students. Metrics will be created to measure the current baseline at LACOE schools of suspensions and parent involvement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates (Local Indicator)	The average attendance rate: JCS: 92.3% CCS: 76.2% IPoly: 97.9% LACHSA: 95.9%				Average attendance rate: JCS: 95% CCS: 90% IPoly: 99.9% LACHSA: 98%
Chronic Absenteeism K-8 (Chronic Absenteeism Dashboard Indicator, 2019)	Overall: 49.1% (Renaissance, Los Padrinos Central and Division of Special Education)				Overall: 19.1% (Renaissance and Central)
Suspension Rate (Local Indicator, Power BI)	JCS: 22% CCS: 6% IPoly: 0% LACHSA: 0.4%				JCS: 10% CCS: 2% IPoly: 0% LACHSA: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Professional Development	<p>97% of staff representing all sites</p> <p>(Internally calculated using survey responses received from participants (341) of mental health/social emotional based professional development trainings during 2020-21)</p>				At the end of each year, staff responses received from mental health/social emotional well-being based on professional development trainings shall report intent to implement/use what they learned at an overall rate of 95% or higher.
Parent Participation	JCS and CCS: 2,209 parents participated in PECP meetings.				Parent participation, in JCS and CCS shall increase by 20%.

Actions

Action #	Title	Description	Total Funds	Contributing
2A	Community and Family Engagement	Community engagement at the PAUs will be monitored to increase parental involvement. Surveys will be administered to students and parents to measure school climate, connectedness and academic interests. Parents will be provided with access to their student's grades and attendance as well as two learning opportunities per month at each PAU. LACOE will continue to disseminate school announcements in the language of the parents to increase parental involvement through letters, flyers, and invitations mailed to families.	\$488,207 (Title I)	Y
2B	PBIS	Continue to fund the Coordinator II position responsible to provide PBIS tier level training to all sites to support a decrease in the number of discipline incidents and increase school safety. The coordinator will also be responsible for the administration of professional development on classroom strategies that support the framework for PBIS and training on laws, policies, and best practices related to student discipline. PBIS, Nonviolent Crisis Intervention (NCI) and Dialectical Behavior Therapy (DBT) training will be continuously provided at all JCS and CCS sites to support a decrease in the number of discipline incidents and increase school safety.	\$176,732	N
2C	Mental Health Support	A school mental health program will be implemented at Renaissance PAU, IPOLY and LACHSA sites. The mental health program staff will support JCS sites with various needs as necessary (e.g., training, consultation, etc.). School staff will be provided with at least one professional development training in relation to Mental Health (e.g., trauma-informed approaches, psychological first aid, etc.) Individual, group, and family mental health counseling will be made available to students. Graduate-level social work interns will be utilized to assist in providing services to students and families such as relationship building and healing. School staff will be provided with mental health consultations regarding concerns related to students. Crisis and threat assessment teams will be employed for students and staff in the event of a crisis, natural disaster, or act of violence/terrorism.		N

Action #	Title	Description	Total Funds	Contributing
2D	Attendance	LACOE office staff, site administrators and teachers will be provided with attendance data on a regular basis to impact student engagement. Support staff will review, plan, and provide students with resources and guidance in order to improve their overall attendance. Support staff will review attendance plans and monitoring attendance on a regular basis to impact engagement.	\$4,963,395	Y
2E	Chronic Absenteeism K-8	LACOE office staff, site administrators and teachers will be provided with chronic absenteeism data on a regular basis to impact student engagement. Support staff will review, plan, and provide students with resources and guidance in order to improve their overall attendance.	\$4,963,395	Y

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goal

Goal #	Description
3	All students will be assigned the necessary support, including a fully credentialed teacher, required to close the opportunity gap and ensure they make expected progress on statewide assessments as well as improve overall English proficiency.

An explanation of why the LEA has developed this goal.

Local and state data indicate that there is a need to improve assessment results in English language arts and mathematics. Although students have demonstrated growth in the Star Renaissance assessment, there is a need to bring students to grade level. The average reading level of students in the JCS and CCS is at the 5.1 level, this is far below the average grade level of the students. In mathematics, the students in the JCS and CCS are performing at the 6.1 level. This is also below the average grade level of the students. This goal addresses the need to close the opportunity gap of all students to ensure they reach grade level during their time at a LACOE school.

CAASPP data results from the 2018-19 indicate students at the JCS and CCS are performing in both English language arts and mathematics well below the state average. This goal addresses this issue by assigning actions that will help students increase in English Language Arts and in mathematics in the CAASPP assessment.

English language proficiency data and reclassification rate also indicate a need to improve the language proficiency of students. The reclassification rate decreased in 2019-20 from the previous school year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP – ELA (ELA Dashboard Indicator, 2019)	IPoly: Green (89% CAASPP Website) LACHSA: Blue (91% CAASPP Website) CCS: Cohort not significant JCS: Cohort not significant				IPoly: Blue (92% CAASPP Website) LACHSA: Blue (95% CAASPP Website)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP – Math (Math Dashboard Indicator, 2019)	IPoly: Green (63% CAASPP Website) LACHSA: Blue (55% CAASPP Website) CCS: Cohort not significant JCS: Cohort not significant				IPoly: Blue (70% CAASPP Website) LACHSA: Blue (60% CAASPP Website)
Reclassification Rate (2019-20, DataQuest)	Reclassification rate at LACOE: 4%				Reclassification rate will increase to 20%.
Progress towards English Proficiency (ELPAC, 2018-19)	LACOE: 7.63% of English learners received a score of 4 on the ELPAC.				LACOE: 20% of English learners will receive a score of 4 on the ELPAC.
STAR Reading data (Local Indicator for JCS and CCS sites)	Data for 2020-21 reflects the average score for all testing windows. 5.1 GLE: All Students 4.5 GLE: African American 5.1 GLE: Hispanic/ Latino 3.8 GLE: English Learners 4.6 GLE: SPED 4.9 GLE: Foster Students 5.6 GLE: Homeless Students				Data for 2023-24 will reflect the average score for all testing windows. 6.6 GLE: All Students 5.9 GLE: African American 6.6 GLE: Hispanic/ Latino 4.9 GLE: English Learners 6.0 GLE: SPED 6.4 GLE: Foster Students 7.2 GLE: Homeless Students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR Math data (Local Indicator for JCS and CCS sites)	Data for 2020-21 reflects the average score for all testing windows. 6.1 GLE: All Students 5.7 GLE: African American 6.2 GLE: Hispanic/ Latino 5.5 GLE: English Learners 5.6 GLE: SPED 6.4 GLE: Foster Students 6.5 GLE: Homeless Students				Data for 2023-24 will reflect the average score for all testing windows. 6.7 GLE: All Students 7.4 GLE: African American 6.8 GLE: Hispanic/ Latino 7.2 GLE: English Learners 7.3 GLE: SPED 7.0 GLE: Foster Students 7.2 GLE: Homeless Students
Credentialed Teachers	100% of LACOE teachers have a full credential.				LACOE shall have 100% of teachers fully credentialed.

Actions

Action #	Title	Description	Total Funds	Contributing
3A	English Learners	<p>LACOE will continue to offer English learners a variety of courses that include designated and integrated English Language Development (ELD). The English Learner Master Plan will be implemented at all LACOE school sites to provide oversight and monitoring of English learners as well reclassified students for four years. English learners will continue to be supported through classroom instruction, interventions, and enrichment activities, so they can achieve annual progress in learning English and reach reclassification.</p> <p>Newcomer English Learners will be assessed in mathematics and reading using the Star Renaissance assessment to measure level of proficiency in their primary language. English Learners Teachers on Special Assignment (TOSA) will provide intensive support in speaking, reading, and writing to students scoring in the “Beginning to Develop” level of the ELPAC.</p>	\$14,121,151	Y
3B	Reclassification	Reclassified students will be monitored for four years after reclassification and if needed, they will be provided with extra support to ensure they succeed academically.	\$263,937	Y
3C	Interventions	Provide academic support, including coordination of instruction, interventions, enrichment opportunities, and/or tutoring to expelled youth and monitor their growth. Interventions in the form of reading intervention (Read 180), math intervention (Math 180), supplemental reading program (Achieve 3000), and supplemental math program (Imagine Math). Additionally, extended learning opportunities will be provided to students to support student achievement through tutoring opportunities for students who are need of academic support.	\$2,403,553	N
3D	Expelled Youth	LACOE staff will collaborate and align services with local agencies and community-based organizations for Expelled Youth in order to coordinate instruction and their Individual Learning Plans. Training and professional development will be continuously provided for administrators, counselors, and teachers on developing and monitoring student Individual Learning Plans.	\$2,403,553	Y

Action #	Title	Description	Total Funds	Contributing
3E	Foster Youth	LACOE will identify foster youth using the LACOE developed Educational Passport System (EPS). Continue to send educational related data to shared database, LA Educational Passport and Aftercare. Foster youth will be referred with partner agencies to support and monitor students' progress along with coordinate service agencies. The equity counselors and mental health program staff will provide foster students with resources and trauma informed counseling.	\$2,403,553	Y
3F	Dissemination of Data	LACOE will disseminate data by student group on a regular basis to LACOE office staff and site administrators on the ELPAC, CAASPP, Star Renaissance assessment, the California Dashboard, DataQuest, and other databases to improve the academic achievement of all students. Data from student surveys will be disseminated to inform LACOE of student and stakeholder input, needs, challenges, and areas of growth. There will also be a continuation of the use of Microsoft's Power BI to support data chats and review student achievement.	\$108,737	N
3G	Instruction	RTSA will continue to be implemented at all JCS and CCS schools and professional development will be provided to teachers in order to increase student achievement. Administrative observations and walkthroughs will be used to provide instructional feedback to teachers in order to improve instruction. Curriculum and instruction will be monitored and reviewed to connect the Common Core State Standards and the California English Language Development standards.	\$389,369	N
3H	Teacher Credentialing	LACOE will assign fully credentialed teachers to make sure to meet the unique needs of low-income, English learners, expelled youth and foster youth students.	\$1,978,965	Y
3I	Conditions for Learning	Data will be reported on conditions for learning (textbooks and facilities) on a regular basis. School facilities will be inspected to take appropriate measures in ensuring that all facilities are in good repair. Textbooks will be inventoried, ordered, and distributed so that all students have access to a standards-aligned textbooks and curriculum. Textbook sufficiency reports will continue on a yearly basis.	\$172,439	N

Action #	Title	Description	Total Funds	Contributing
3J	Homeless Students	The LACOE staff, will conduct training and professional development on laws, policies, and best practices for homeless students. They will also participate in all LACOE-FYS/Homeless Education Liaison meetings. Additional staff such as the equity counselors and mental health program staff will support homeless students by providing them with targeted resources and counseling.	\$142,371	Y
3K	Assessments	LACOE will continue to administer state required assessments (CAASPP, ELPAC, IABs, etc.) and the Star Renaissance assessment at the JCS and CCS. The NWEA assessment will be administered at the specialized high schools periodically. Teachers will receive ongoing training on their respective local assessment to monitor student growth and provide the appropriate interventions for students in need.	\$103,627	N
3L	Data Chats	Data chats will continue to occur on a regular basis at the district and site level. During their Professional Learning Communities (PLC) Site, administrators and teachers will review test data from state and local assessments to create RTSA unit plans to address the needs as well as direct support and programs.	\$4,167,955	N
3M	Professional Development	Teachers, paraeducators, administrators, and district office staff will be provided with ongoing professional development in the RTSA unit plan, Common Core State Standards in English Language Arts and mathematics. They will also receive ongoing professional development in History-Social Science, the Next Generation Science Standards, the English Learners Master Plan and other subject areas to improve student assessment results. Ongoing training will be provided on ELPAC and English Language Development strategies to support English learners in reading, listening, speaking, and writing.	\$389,369	N
3N	Culturally Responsive Pedagogy	Culturally Responsive pedagogy will be used to address the needs of all students and ensure equity and access with a focus on African American students in the areas of English Language Arts and mathematics.	\$389,369	N

Action #	Title	Description	Total Funds	Contributing
30	Students with Disabilities	LACOE will reduce the number of suspensions of students with disabilities at the camps and halls schools. Students with disabilities will be provided academic support/interventions to increase their academic achievement in English Language Arts and mathematics. Parent engagement will be used to collaborate with parents to provide students with the appropriate IEP goals and interventions to increase test participation as well as scores.		Y

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
20.70%	34,369,953

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

LACOE exists to serve some of the most vulnerable populations in Los Angeles County including incarcerated students, foster youth, and students with the most significant disabilities. The needs of foster youth, English learners, and low-income students are prioritized when evaluating the school program to determine areas where additional support is warranted and actions are designed with those student groups in mind. In alignment with strategies identified in the 2020-21 Learning Continuity Plan and the Extended Learning Opportunities Grant 2021 the following actions will address the needs of foster youth, English learners, and low-income students:

English Learners - LACOE Educational Programs schools support English learner (EL) students using English 3D as the core curriculum and Read 180/ACCESS Newcomers as supplemental supports. Within designated English language development (ELD), the focus is on the state-adopted ELD standards to assist EL students to develop and improve in English language skills. Integrated ELD focuses on the state-adopted core academic standards, additional one-on-one support and access to web-based programs

Students with Disabilities - Instructional needs are being addressed alongside non-disabled peers through a supported continuum of distance learning options including virtual classrooms with direct instruction, remote and in-person related services, and learning portfolios for independent practice and students who may be quarantined. Additional supports are dependent on both the emergent needs of the student as they engage in distance learning and the student’s IEP.

Low-Income Students – LACOE schools will offer a variety of assessments and academic and social-emotional supports to low-income students. LACOE will monitor multiple chronic absence, contact information, and overall connectivity to ensure equity and achievement. The first strategy will be to meet with students and significant adults to assess issues, needs, and possible causes for learning loss. This discussion will coincide with initial assessments through

Star Renaissance, review of student work, and overall academic performance. Second, school counselors will formulate an individual learning plan with the student and parent/guardian to support overcoming any obstacles, resolve any issues, and meet any needs of the student to enhance learning for the student. Low-income students will also have access to behavior counselors for socio-emotional support and wellness counselors for support regarding nutrition and making healthy choices. Low-income students will be regularly assessed and directed to participate in remediation as needed through intervention curriculum, credit recovery programs, and multiple opportunities to address learning loss through supplemental instruction and tutoring. When low-income students exit juvenile court schools, they will continue to have access to intervention programs such as Imagine Math, Achieve3000, Read 180, Math 180, and other supplemental programs.

Homeless Students - LACOE staff and the homeless liaison will support homeless students to ensure they are provided the necessities to achieve in school. LACOE will monitor multiple chronic absence, contact information, and overall connectivity to ensure equity and achievement. The first strategy will be to meet with student and significant adults to assess issues and needs and possible causes for the learning loss. This discussion will coincide with initial assessments through Star Renaissance, review of student work, and overall academic performance. Second, school counselors will formulate an individual learning plan with the student and parent/guardian to support overcoming any obstacles, resolve any issues, and meet any needs of the student to enhance learning for the student. Homeless students will be regularly assessed and directed to participate in remediation as needed through intervention curriculum, credit recovery programs, and multiple opportunities to address learning loss through supplemental instruction and tutoring. When homeless students exit juvenile court schools, they will continue to have access to intervention programs such as Imagine Math, Achieve3000, Read 180, Math 180, and other supplemental programs.

Foster Youth – LACOE will collect actionable data that is accurate, accessible, timely, and understandable. This will require monitoring multiple metrics including chronic absence, contact, connectivity, equity, and achievement. The first strategy will be to meet with student and significant adults in the student's village to assess issues and needs and possible causes for the learning loss. For example, significant adults include foster parents, caseworker and social worker, attorney, Probation, and class teacher. The second strategy is to formulate a plan with the student and parent/guardian to overcome any obstacles, resolve any issues, and to meet any needs of the student to enhance learning for the student. These strategies are not unlike strategies that you would use with any student demonstrating learning loss. The strategies only differ by the names and numbers of participants for students in foster care or experiencing homelessness are greater than for a student in the general population. Moreover, these strategies will consider the extending issues for students in foster care or experiencing homelessness. Such issues may be unique and include trauma, neglect, abandonment, social-emotional and loneliness feeling. When foster students exit juvenile court schools, they will continue to have access to intervention programs such as Imagine Math, Achieve3000, Read 180, Math 180, and other supplemental programs.

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

Foster Youth - Additional supports to assist pupils in foster care are under multiple areas such as:

Title I Basic Necessities support for food, school supplies, clothing, and personal and health needs; immediate school enrollment with or without documentation and/or transitions assistance to student's school of origin; connection to LACOE's homeless coordinator and Foster Youth Services to connect with the group homes, foster parent, and students; academic assessments for math and reading, pre and post to assist in discovering academic gaps; graduation planning and both notification and eligibility to AB 167/216 and AB 1806 CA Graduation Waiver to be able to graduate on time with cohort; Individualized Learning Plans created and developed with the youth experiencing homelessness or in foster care; educational equity with all other students; positive engagement with the LACOE homeless and foster liaison and the school staff including teacher, counselor, and administrator to build capacity and resilience in the student. LACOE counselors and school staff have received Trauma-Informed Practices training to serve unique populations better. LACOE homeless and foster liaison will connect with group home staff or foster parent to discuss educational needs. LACOE homeless and foster liaison will work with county child welfare agencies to provide ongoing support with educational needs from case or social workers and Probation.

English Learners - LACOE Educational Programs school sites support English learner (EL) students using English 3D as the core curriculum and Read 180/ACCESS Newcomers as the supplemental supports. Within designated ELD, the focus is on the state-adopted English Language Development (ELD) standards to assist EL students to develop and improve in English language skills. Integrated ELD focuses on the state- adopted core academic standards, teachers' support in a pull-out model, a push-in model, or a designated ELD class period, and strategies to enhance instruction such as check, think pair share, visual, charts and graphs are embedded in daily instruction. Strategies also include portable Academic Language, Words to Know, Word Frames, improving speaking and listening skills through daily opportunities for peer collaboration, discussion and 'broadcast' ready formal speeches through in-person instruction.

Low-Income Students – Early identification and ensuring that student records are accurate upon enrollment are paramount. Once students are properly identified, LACOE schools will offer a variety of assessments and academic and social-emotional supports to low-income students. LACOE will monitor multiple chronic absence, contact information, initial assessments through Star Renaissance, review of student work, and overall academic performance. School counselors will formulate an individual learning plan with the student and parent/guardian to support overcoming any obstacles, resolve any issues, and meet any needs of the student to enhance learning for the student. Low-income students will also have access to behavior counselors for socio-emotional support and wellness counselors for support regarding social, emotional, and behavior needs. Low-income students will be regularly assessed and guided to participate in support programs, as needed, such as through intervention curriculum and credit recovery programs.