



# 2022-23 Local Control and Accountability Plan (LCAP) Overview

## Center Joint Unified School District

### State Priorities



1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

### Local Control Funding Formula

California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (S&C) funding to school districts. S&C funds are the only funds targeted to improve student outcomes for all students, especially for English learner, foster youth, and low-income students.

### Local Control Accountability and Plan

The Local Control Accountability and Plan (LCAP) shows how these funds will improve student outcomes and performance for all students.

### Student Enrollment

| Ethnicity            | Percent of Enrollment |
|----------------------|-----------------------|
| American Indian      | 0.7%                  |
| African American     | 11.8%                 |
| Asian                | 8.1%                  |
| Filipino             | 3.0%                  |
| Hispanic/Latino      | 31.5%                 |
| Pacific Islander     | 1.5%                  |
| White                | 35.2%                 |
| Multiple/No Response | 8.2%                  |

| Student Group    | Percent of Enrollment |
|------------------|-----------------------|
| English Learners | 11%                   |
| Low Income       | 69%                   |
| Foster Youth     | 0.003%                |

### Our Community



Antelope, Elverta, Roseville  
Communities Served



4,102

Students



7

Schools



528

Staff

### 2022-23 LCAP Funding Overview

| Funding Source     | Totals                 |
|--------------------|------------------------|
| LCFF Funds         | \$23,028,674.00        |
| Other State Funds  | \$7,289,882.00         |
| Local Funds        | \$17.20                |
| Federal Funds      | \$8,476,962.00         |
| <b>Total Funds</b> | <b>\$38,795,535.20</b> |

| Type          | Totals          |
|---------------|-----------------|
| Personnel     | \$33,734,048.00 |
| Non-Personnel | \$5,061,487.20  |





# 2022-23 LCAP Goals and Services

## GOAL

# 1

All students will graduate college/career ready through high-quality instruction coupled with interventions and supports (Multi-Tiered System of Supports) that eliminate barriers to student success.



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| <p>1.1</p> | <p><b>Instructional staff, curriculum &amp; training</b><br/>         TK-12 teachers use the California State Standards in ELA, ELD, Literacy, History, Social Studies, Science and Technical Subjects. K-12 Teachers will use the California State Standards in mathematics. Teachers will use the adopted History/Social Science curriculum. Teachers will use the newly adopted NGSS curriculum.</p> <p>Teacher collaboration time supports teaching and learning through a dedicated weekly Professional Learning Community (PLC) time. Structured PLC meetings follow an on-going inquiry model which focuses on clear and common student learning goals. Teams collect and review student data, then evaluate and explore new and current teaching strategies and practices.</p> <p>New teachers are supported through the SCOE/CJUSD Induction process which focuses on Individualized Learning Plans customized and driven by new teachers, California Standards for the Teaching Profession and the Continuum of Teaching Practice, and Student performance.</p>   | <p>\$17,137,411.00</p> |  <p><b>English Learners<br/>Foster Youth<br/>Low Income</b></p>  |
| <p>1.2</p> | <p><b>Intervention and Extension</b><br/>         Students will be assessed to identify learning gaps and measure progress using iReady Math, oral reading fluency, DRDP, iReady Reading, and report card grades. Tier 1, 2 and 3 support through extended instructional learning time offered as summer sessions for students in TK through grade 12.</p> <p>We are accelerating progress to close learning gaps with the expansion of Tier 2 and Tier 3 Intervention Teams at all four elementary schools. Our three largest schools, Dudley Elementary, North Country Elementary and Oak Hill Elementary, will continue with the Intervention teams put in place. Intervention Teachers, English Learner Teachers, Title I Teachers and Special Education Teachers will continue to support student learning and mitigate learning loss. Intervention Teachers will assess students, identify needs and provide supports primarily through a push-in model with pull-out as needed.</p> <p>Seven Instructional Specialists will continue in roles to further support students in the primary grades who are returning to campuses following school closures or are continuing to transition to in-person school.</p> | <p>\$6,666,044.00</p>  |  <p><b>English Learners<br/>Foster Youth<br/>Low Income</b></p> |

Learning is extended with full-day Kindergarten at Dudley, North Country, Oak Hill and Spinelli and the continuation of Transitional Kindergarten. Full-day Kindergarten increases opportunities to develop strong literacy skills, strong social skills, stronger connection with the school (i.e., students attend all school events), fewer transitions during a day (i.e., to school, to sitter, to home) creating predictability and consistency in routines leading to a smoother transition to Grade 1

At the secondary level, intervention continues to create smaller class sizes in targeted subject areas and grade levels to accelerate progress to close learning gaps. By reducing the student-teacher ratio, this allows for Tier 2 intervention support within the classroom. We are continuing to fund two teachers at Riles Middle School to expand intervention or reduce class sizes and one additional math and one additional ELA teacher at Center High to reduce 9th grade English classes and the lowest level math courses at Center High. These are additions to the intervention classes and Husky Help at Riles Middle School and the English Support and Math Lab classes at Center HS.

We are addressing other barriers to learning by continuing to provide Tier 2 and Tier 3 social-emotional supports through counselors, social workers and other mental health clinicians. These positions provide social/emotional support through classroom push-in, small group counseling, and individual counseling.

McClellan HS program will continue to serve as a 10th-12th grade intervention for credit recovery and will continue to provide the following academic support classes: Success, Study Hall, Applied English, and Applied Math.


Extension will be provided through differentiated learning within the classroom. GATE challenge activities are provided at all four elementary schools and Riles Middle School.



Principal on Assignment will lead the rollout and implementation of new grant plans designed to support TK through 12th grade academic and social-emotional achievement. These grants are including but not limited to: Universal Prekindergarten (UPK), Extended Learning Opportunity Plan (ELO-P), and the A-G grant. Other categorical programs or grants may be added as needed.

Activities through the A-G grant plan will include the continuation of an interventional counselor at Center High, dual enrollment independent study courses through American River College, extended learning through summer coursework to include a-g options and a peer tutoring program. These supports are available to all students. However, targeted outreach will ensure these supports are principally directed to foster youth, English Learners, low-income students, and students experiencing homelessness.

Library Technicians create an inviting space where students can engage in the world of reading during class time and beyond, offering before school, after school, or lunchtime access. Technicians distribute Chromebooks and other student curriculum materials, ensuring equitable access for all.

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| <p><b>1.3</b></p> | <p><b>English Learner Language Acquisition &amp; Supports</b><br/> English Language Learners receive Tier 1 Integrated and Designated language instruction to meet linguistic and academic grade-level goals. EL Teachers and instructional staff receive professional development to ensure Designated ELD instruction focuses on state-adopted ELD standards to support EL students in the development of critical English Language skills for academic content learning. Teachers and instructional staff receive professional development to ensure Integrated instruction is provided.</p> <p>EL students are offered transitional support as they move from elementary to middle school and middle school to high school through a summer school class for incoming 7th and 9th grade EL students.</p> <p>The EL teacher at Center HS is given an extra prep period to schedule, track, monitor and support EL students, long term EL students, and reclassified Fluent English Proficient students.</p> <p>The Intervention Counselor at Center HS supports EL students and reclassified Fluent English Proficient students ensuring they are on track to graduate and have access to all the appropriate support services.</p> <p>EL Teachers utilize Ellevation as a management system to collect student data, compile reports, initiate parent letters, and collaborate with other teachers on student progress.</p> <p>Will continue to research additional strategies and supports that will enhance teaching and learning for our English Learner population.</p> <p>District English Learner Coordinator will review student achievement data, district programs, site programs and curriculum with an English Learner lens to ensure appropriate strategies and supports are in place for English Learners. The coordinator will provide professional development and instructional coaching to support teachers in maximizing the language acquisition and academic success of English Learners.</p> | <p>\$1,077,788.00</p> |  <p><b>English Learners</b></p>              |
| <p><b>1.4</b></p> | <p><b>Special Education Supports</b><br/> The Curriculum and Instruction (C&amp;I) team align site efforts around key instructional practices (ie. Universal Design for Learning) and common data assessments that enable schools and educators to more appropriately differentiate core instruction in Tier 1 and connect students to needed intervention in Tier 2 and Tier 3. The ongoing use of assessments allows for monitoring of progress and helps initiate appropriate Special Education referrals.</p> <p>Special Education Teachers and trained Instructional Assistant staff provide reading intervention instruction through evidence-based reading programs ( ie. Corrective Reading, Sonday) at Tier 2 and Tier 3 Levels. Students are provided with designated pull out instruction at the elementary level and specifically designed classes at the secondary level that target reading intervention. Common data is gathered to determine who</p>  | <p>\$6,707,903.00</p> |  <p><b>Students with Disabilities</b></p> |

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|            | <p>qualifies for these classes at the middle and high school and data is gathered to determine to be dismissed from the program as well.</p> <p>All students have access to credit recovery programs, academic and career counseling and CTE pathways.</p> <p>At the secondary level, Naviance provides expanded transition education to increase the success of post-secondary outcomes for Special Education students.</p> <p>Transitional support to prepare for college and career is provided through WorkAbility and Department of Rehabilitation</p> <p>The district provides yearly training for all Instructional Specialist staff and substitutes on best practices to support academic, behavioral and emotional needs from trained district staff and out of district resources.</p>  |                     |  |
| <p>1.5</p> | <p><b>CTE Offerings and Participation</b></p> <p>Students begin their CTE course journey at the elementary level with the Launch program and transition to the Gateway program in middle school. At the high school level students complete CTE pathways in five different CTE sectors: Arts, Media and Entertainment; Building and Construction Trades; Marketing, Sales, and Services; Engineering and Architecture; Health Science and Medical Technology; Public Services. Within those sectors there are separate CTE pathways: Multimedia Productions; Graphic Design; Animation; Residential and Commercial Construction; Entrepreneurship/Self-Employment; Engineering Design; Biotechnology; Patient Care; Emergency Response (Pathway 233) - 911 Dispatcher.</p> <p>North Country will continue to offer STEAM rotation for TK as an optional extension beyond the school day.<br/>TK-6 students will participate in the standard STEAM rotation, approximately once every 4 weeks for 2 hours 15 minutes.</p> <p>Dual Enrollment courses are offered through Sierra College in Astronomy, Medical Intervention and through various courses in the business department. Independent study dual enrollment is offered through American River College.</p> <p>Center HS Counselors discuss CTE Course pathways with all students. Students with IEPs, are encouraged to participate and complete CTE pathways at all levels. Center HS College and Career Coordinator works directly with students and staff to provide college, career and employment guidance.</p> <p>The AVID program at Center HS and Riles Middle School supports pathways to college.</p> | <p>\$214,472.00</p> |  <p><b>English Learners<br/>Foster Youth<br/>Low Income</b></p> |

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|     | Media Communications Academy (MCA) prepares MCA students for college and career by requiring all students to complete CORE and CTE coursework. MCA is a CTE-based California Partnership Academy, also designated a Lighthouse Program.  |              |  |
| 1.6 | <p><b>Advanced Placement(AP) Enrollment</b><br/> CHS administration and counseling staff will specifically target outreach that will recruit and retain students who are from underrepresented ethnicity groups into more AP courses, namely Hispanic and African American students. CHS administration and counselors will meet with designated classes and clubs once per semester to provide outreach. They will review current enrollment data in AP courses to determine the effectiveness of efforts.</p>  | \$0.00       | <br><b>All Students</b>   |
| 1.7 | <p><b>Academic Support through Student &amp; Family Services</b><br/> Through collaborative efforts with school sites, the Student and Family Services Coordinator, Student and Family Support Assistants (SFSAs) coordinate targeted services to support all students, and especially students experiencing homelessness, foster youth, and low income students to ensure school stability, academic success, and overall student well-being. SFSAs have caseloads where they will monitor and assess student needs and academic and attendance progress; develop individual success plans; provide supplies and personal basic necessities; offer tutoring, mentoring, academic advisement, and/or counseling; collaborate with school sites; receive professional development; and coordinate with community agencies for additional resources and support. Coordinator and Office Assistant will be responsible for monitoring and tracking student data progress of the students within the program.</p> <p>Two SFSAs will be moved from the SAFE program to the Student and Family Support Services department to continue supporting attendance and engagement while further extending the reach and impact on students and families throughout the district.</p> | \$547,864.20 | <br><b>Foster Youth<br/> Low Income</b>                         |
| 1.8 | <p><b>Professional Development</b><br/> There will be ongoing professional development to support student achievement focused on Multi-tiered System of Supports (MTSS), equitable instructional strategies, social/emotional learning, and trauma-informed practices with particular attention to special populations; English Learners, foster youth, low income, students experiencing homelessness and special education students. Through collaborative conversations and a review of student performance data identifying achievement gaps, we will identify needs and provide specific curricula and strategies for teachers and support staff to mitigate learning loss and increase achievement.</p> <p>EL Teachers and instructional staff receive professional development to ensure Designated ELD instruction focuses on state-adopted ELD standards to support EL students in the development of critical English Language skills for academic content learning. Teachers and instructional staff receive professional development to ensure Integrated instruction is provided. Site administrators will conduct informal walkthroughs to ensure Integrated and Designated instruction is provided.</p>   | \$105,000.00 | <br><b>English Learners<br/> Foster Youth<br/> Low Income</b> |





## GOAL

# 2

All educational partners will experience a school and district climate that is physically and emotionally safe and supportive.



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| 2.1 | <p><b>Attendance &amp; Engagement</b><br/>Sites will continue to review attendance data and policies with stakeholders to identify and implement best practices and incentives to increase daily attendance</p> <p>Principal on Assignment will collaborate with students, families, and site administrators to identify students who are chronically absent, make referrals, and identify and remove barriers that will result in a decrease in chronic absenteeism and an increase in attendance. Principal on Assignment will monitor Everyday Labs which is a positive notification system that will send nudges via text and letters to families to encourage attendance. The notifications provide connections to resources to assist students in attending school and will also connect a family to services at the student's school site.</p> <p>Two SFSSAs from the Student and Family Support Services (SFSS) department will continue their roles to increase student and family engagement and work with families to remove barriers and support student attendance and engagement in school.</p> <p>Through the implementation of Tier 1 and Tier 2 PBIS supports, Assistant Principals will provide proactive student supports designed to keep students in the classroom.</p> | \$1,378,796.00 |  <p><b>English Learners<br/>Foster Youth<br/>Low Income</b></p>  |
| 2.2 | <p><b>Social Emotional Supports</b><br/>Improve social, emotional, behavioral and academic outcomes for all students with the expansion of Positive Behavior Interventions and Supports (PBIS). Administrators will participate in initial and ongoing training to fully implement PBIS at all school sites. Principal on Assignment will coordinate PBIS throughout the district, collaborating with site administrators to ensure fidelity of PBIS implementation.</p> <p>Team Assist to support PBIS through a sports-based social/emotional curriculum during and/or before or after school to support adjusted start times.</p> <p>Prevent and stop bullying and mistreatment through the Safe School Ambassador programs at Dudley Elementary, Oak Hill Elementary, Spinelli Elementary and Riles Middle School.</p> <p>SEL/Equity Task Force to identify needs and resources and procure a Trauma-Informed Practices training plan.</p> <p>School Psychologists, Counselors and Behavior Specialists on the Educationally-related Mental Health Services (ERMHS) Team provide evidence-based social, emotional and behavioral interventions to students in individual and group counseling,</p>   | \$1,284,646.00 |  <p><b>English Learners<br/>Foster Youth<br/>Low Income</b></p> |

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|     | psychoeducational lessons in classroom settings and consultation to staff and parents in order to enable students to reach IEP goals and access their educational programs.   |                |  |
| 2.3 | <p><b>Transportation</b><br/>Continue to provide home/school transportation, co-curricular and extra curricular transportation (ie: fan bus, field trips, athletics) and will continue to look for ways to increase transportation services</p>   | \$1,692,790.00 | <br><b>English Learners</b><br><b>Foster Youth</b><br><b>Low Income</b> |
| 2.4 | <p><b>Health Services</b><br/>Nurses &amp; Health Assistants conduct hearing/sight checks, diabetes monitoring and general welfare checks.</p>  | \$473,029.00   | <br><b>English Learners</b><br><b>Foster Youth</b><br><b>Low Income</b> |
| 2.5 | <p><b>Facilities Master Plan</b><br/>Research, identify and prioritize needs to develop a Facilities Master Plan.</p>   | \$0.00         | <br><b>All Students</b>   |
| 2.6 | <p><b>School Connections</b><br/>Enhance the educational experience and strengthen school connections by expanding opportunities for students and removing barriers that inhibit their participation in experiences outside of the classroom.</p> <p>Expand offerings and increase funding for athletics, activities, and clubs.</p> <p>Continue with Elementary Specialists at each elementary site giving students more opportunities to connect to school.</p> <p>Explore the expansion of elementary extracurriculars to provide additional varied opportunities for students to try new things, discover talents and create a deeper connection with school.</p> | \$1,411,449.00 | <br><b>English Learners</b><br><b>Foster Youth</b><br><b>Low Income</b> |
| 2.7 | <p><b>Diversity, Equity and Inclusion</b><br/>Establish a district-level systems approach to diversity, equity and inclusion by contracting with West Ed and the National Equity Project to provide Culturally Responsive and Sustaining Education (CRSE) for all staff.</p>  | \$75,000.00    | <br><b>All Students</b>   |
| 2.8 | <p><b>Assess school climate using Panorama</b><br/>To ensure all stakeholders will experience a school and district climate that is physically and emotionally safe and supportive, CJUSD will partner with Panorama Education to conduct annual surveys focused on school climate, family-school relationships, and social-emotional screeners. Reports from the surveys will be analyzed to establish</p>   | \$0.00         | <br><b>All Students</b>   |






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|  | <p>baseline data, areas of strength, and needed growth, and develop actionable plans and goals for school and district plans.</p> <p>The coordinator will develop a year-long calendar that includes survey dates and Panorama professional development workshops, including attendance by school site climate teams. Student and family surveys will be given twice a year to measure progress from the beginning through the end of the school year.</p> <p>*Costs included in Goal 1 Action 7.</p> |  |  |
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**GOAL**

**3**

All students will benefit from improved partnerships and communication with all educational partners.



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| <p>3.1</p> | <p><b>Enhanced Communication &amp; Partnerships</b><br/>         Continue to utilize the website, social media and School Messenger to communicate opportunities that will increase participation in school activities.</p> <p>Increase communication with families whose primary language is not English by offering more documents, forms and flyers that are translated into the languages of our community</p> <p>Increase communication between staff and families utilizing the Parent Portal.</p> <p>Utilize Panorama to survey parents/guardians to identify school climate strengths and areas of improvement</p> <p>Increase parent involvement in advisory groups such as School Site Council, District Advisory Council, and other site-based parent groups</p> | <p>\$17,637.00</p> |  <p><b>English Learners<br/>Foster Youth<br/>Low Income</b></p>   |
| <p>3.2</p> | <p><b>Enhanced Communication &amp; Partnerships with families</b><br/>         Enhance the quality of and increase participation in parent advisory groups, such as English Learner Advisory Council and District English Learner Advisory Council</p> <p>Conduct annual Title I and English Learner Needs Assessments. Analyze results to increase or improve programs and services.</p>   | <p>\$5,706.00</p>  |  <p><b>English Learners<br/>Foster Youth<br/>Low Income</b></p> |
| <p>3.3</p> | <p><b>Adult Education</b><br/>         CJUSD no longer offers an adult education program</p>  |                    |   |

|            |  |        |  |
|------------|--|--------|--|
|            |  |        | <b>Adult Students</b>  |
| <b>3.4</b> | <p><b>Enhanced communication and partnerships through Student and Family Support Services</b><br/> The Student and Family Support Services Office will host 3 district-wide Parent Engagement Workshops. Baseline data will be collected at the conclusion of the 2021-2022 school year, with an expected attendance increase the following years.</p> <p>To identify barriers, needs, and supports, the Student and Family Support Services Office will expand outreach to families experiencing homelessness/foster through targeted communication during transition times throughout the school year.</p> <p>Provide community engagement activities such as a Back to School Resource Fair to actively engage community-based organizations and create a welcoming and safe experience for all stakeholders while providing resources and services.</p> <p>Student and Family Support Services will hire bilingual support staff to assist with targeted outreach to allow for more culturally and linguistically appropriate services to be delivered.</p> <p>*Costs included in Goal 1 Action 7.</p> | \$0.00 | <br><b>All Students</b> |

**Educational Partner**

CJUSD Leadership Team  
District Advisory Council (DAC)  
District English Learner Advisory Council (DELAC)  
Center Unified Teacher's Association (CUTA)  
California School Employees Association (CSEA)  
Special Education Local Plan Area (SELPA)

**Major Changes for 2022-23**

CJUSD is committed to meeting all students' academic, social-emotional and behavioral needs through a Multi-Tiered System of Supports (MTSS). We use a collaborative approach to collect, analyze and review student data to monitor the effectiveness of our system and ensure students have the resources and tools they need to engage successfully in school. All students participate in Tier 1 research-based curriculum and social/emotional programs. Students not making adequate progress are provided Tier II targeted supports and interventions. Tier III programs and services are provided to those who require supplemental, individualized, and customized intervention.

**We Want to Increase**

Increase student attendance  
Increase district graduation rate  
Increase English/Language Arts and math achievement  
Increase EL language acquisition and reclassification  
Increase Seal of Biliteracy recipients  
Increase a-g completion  
Increase AP course participation, completion and AP Exam passage rate  
Increase CTE Pathway completion  
Increase participation in clubs, activities, and athletics  
Increase favorable student and parent feelings of connectedness, engagement, and school safety  
Increase parental participation in meetings & activities

**We Want to Decrease**

Decrease teacher misassignments  
Decrease chronic absenteeism  
Decrease high school dropout rate  
Decrease suspensions  
Decrease expulsions

