



2023-24 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
African American	11.8
American Indian	0.7
Asian	8.1
Filipino	3.0
Hispanic/Latino	31.5
Pacific Islander	1.5
White	35.2
Two or More Races	8.1
Student Group	Percent of Enrollment
English Learners	11.7
Low Income	69.1
Foster Youth	0.3

Our Community



Antelope, Elverta, Roseville
Communities Served



4,102

Students



8

Schools



528

Staff

2023-24 LCAP Funding Overview

Funding Source	Totals
LCFF Funds	\$26,197,059.00
Other State Funds	\$8,831,094.00
Local Funds	\$474,697.00
Federal Funds	\$4,000,520.00
Total Funds	\$39,503,370.00

Type	Totals
Personnel	\$36,392,960.00
Non-Personnel	\$3,110,410.00





2023-24 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.



<p>1.1</p>	<p>Instructional staff, curriculum & training 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>Teacher on Special Assignment (TOSA) to support teachers by bridging curriculum and technology to improve teaching and learning. Special emphasis on supporting new teachers with educational platforms so curriculum and technology complement learning. TOSA will provide professional development through small group settings and site staff meetings,</p>	<p>\$19,735,322.00</p>	<p> English Learners Foster Youth Low Income</p>
<p>1.2</p>	<p>Intervention and Extension 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 the elementary level. Intervention programs, English Learner programs, Title I programs and Special Education programs 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>\$6,021,868.00</p>	<p> English Learners Foster Youth Low Income</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.

Learning is extended with full-day Kindergarten at Dudley, North Country, Oak Hill, Spinelli and Fortune Elementary 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.

Expanded Learning Opportunities (ELOP) will provide before and after-school programming at all elementary sites.

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 in English/Language Arts. This is in addition to Husky Help. At Center HS, class sizes in English 9, Math 1 and Intro will be lower than other English and math courses. English Support, Math 1 Lab and Intro Lab will be offered. Support for students in upper level math courses will be offered through a new course, Math Seminar.



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, Applied English, and Applied Math.



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

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.

<p>1.3</p>	<p>English Learner Language Acquisition & Supports 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>ELD teachers provide personalized and targeted language instruction with EL students who qualify as newcomers using the Imagine Language & Literacy supplemental online program in K-6 and Inside the USA in grades 7-12.</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>\$1,202,350.00</p>	 <p>English Learners</p>
<p>1.4</p>	<p>Special Education Supports Actions to support Special Education students were previously listed here. These actions have been moved to Goal 4, which is a new goal specifically designed to meet the needs of special education students.</p>		 <p>Students with Disabilities</p>
<p>1.5</p>	<p>CTE Offerings and Participation 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</p>	<p>\$436,606.00</p>	 <p>English Learners</p>

	<p>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. TK-6 students will participate in the standard STEAM rotation, approximately once every 4 weeks for 2 hours 15 minutes. Spinelli will continue implementing a STEAM rotation for K-6 students in 30 minute increments. Dudley will begin offering STEAM rotation for students in K-6th.</p> <p>Dudley, North Country and Oak Hill will continue utilizing on-site media studios to provide foundational skills that will support students as they advance through the CTE continuum, where skills will be advanced and refined through middle and high school programs.</p> <p>Oak Hill's club for digital storytelling and content production includes filmmaking, photography, podcasting, and writing for broadcasting, communications, and social media. The Otter Outlook team writes scripts, interviews people, pitches content ideas and produces a biweekly news show featuring upcoming events, interviews with staff and students, game shows, etc.</p> <p>Rex Fortune Elementary will open in the fall with an emphasis on STEAM education to engage students in hands-on learning opportunities as they explore Science, Technology, Engineering, Arts and Math, connecting new learning to the real world and their lives.</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>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.</p>		<p>Foster Youth Low Income</p>
<p>1.6</p>	<p>Advanced Placement(AP) Enrollment CHS administration and counseling staff will specifically target outreach that will recruit and retain students who are from underrepresented ethnicity groups into more AP</p>	<p>\$0.00</p>	


	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.		All Students
1.7	<p>Academic Support through Student & Family Services</p> <p>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>	\$490,846.00	 Foster Youth Low Income
1.8	<p>Professional Development</p> <p>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>	\$270,000.00	 English Learners Foster Youth Low Income



GOAL

2

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



2.1	<p>Attendance & Engagement</p> <p>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>Coordinator of Student and Family Support Services 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. Coordinator of Student and Family</p>	\$1,107,572.00	 English Learners Foster Youth Low Income
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	<p>Support Services 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>SFSAs 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>		
2.2	<p>Social Emotional Supports 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. Director of Student Services will coordinate PBIS throughout the district, collaborating with site administrators to ensure fidelity of PBIS implementation.</p> <p>Dudley and Oak Hill will participate in a 2 year California Integrated Supports Project. Project involves taking a deeper dive into PBIS by integrating SEL, Culturally Sustaining Approach and Trauma Informed practices.</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 Design Team 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, 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.</p>	\$679,938.00	 English Learners Foster Youth Low Income
2.3	<p>Transportation 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>	\$1,952,054.00	 English Learners Foster Youth Low Income
2.4	<p>Health Services Nurses & Health Assistants conduct hearing/sight checks, diabetes monitoring and general welfare checks.</p>	\$545,817.00	 English Learners Foster Youth



			Low Income
2.5	Facilities Master Plan Research, identify and prioritize needs to develop a Facilities Master Plan.	\$0.00	 All Students
2.6	School Connections 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. Expand offerings and increase funding for athletics, activities, and clubs. Continue with Elementary Specialists giving students more opportunities to connect to school. 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.	\$1,430,000.00	 English Learners Foster Youth Low Income
2.7	Diversity, Equity and Inclusion Establish a district-level systems approach to diversity, equity and inclusion by contracting with West Ed to provide Culturally Responsive and Sustaining Education (CRSE) for all staff.	\$135,000.00	 All Students
2.8	Assess school climate using Panorama 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 baseline data, areas of strength, and needed growth, and develop actionable plans and goals for school and district plans. 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. *Costs included in Goal 1 Action 7.	\$0.00	 All Students



GOAL

3

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



<p>3.1</p>	<p>Enhanced Communication & Partnerships Continue to utilize the website, social media and School Messenger to communicate opportunities that will increase participation in school activities.</p> <p>Teacher on Special Assignment (TOSA) to redesign the district website to make it more community-friendly. TOSA to design and distribute monthly emails to staff and families. TOSA to create social media content and expand social media reach.</p> <p>Increase communication with families whose primary language is not English by offering more documents, forms and flyers 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>\$25,000.00</p>	 <p>English Learners Foster Youth Low Income</p>
<p>3.2</p>	<p>Enhanced Communication & Partnerships with families Enhance the quality of and increase participation in parent advisory groups, such as English Learner Advisory Council, District English Learner Advisory Council and the Parent Advisory Council.</p> <p>Conduct annual Title I and English Learner Needs Assessments. Analyze results to increase or improve programs and services.</p> <p>Create a School Culture campaign to increase communication with educational partners on data and survey results, illustrating how their voice impacts change. The campaign will utilize multiple methods of communication to celebrate positives, identify areas of improvement and outline next steps the district and sites are taking to improve school culture. School Culture Blueprint will be shared in district and site parent advisory meetings, through email and social media. Progress on next steps will be shared throughout the year so parents can see that their voice matters and their voice impacts change.</p> <p>Remodel a school bus and use it exclusively for community outreach. Remodel to include access to technology and other resources. Bus will be scheduled for site and community visits.</p>	<p>\$56,950.00</p>	 <p>English Learners Foster Youth Low Income</p>


3.3	<p>DISCONTINUED Adult Education</p> <p>CJUSD no longer offers an adult education program</p>		 Adult Students
3.4	<p>Enhanced communication and partnerships through Student and Family Support Services</p> <p>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 Bash 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 continue to employ 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	 All Students


GOAL

4

All students receiving special education services will experience individualized support to increase academic achievement, increase attendance, increase graduation rate, decrease chronic absenteeism and decrease behaviors that lead to suspension.



4.1	<p>Programs and Instruction</p> <p>The Curriculum and Instruction (C&I) team aligns 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, Soliday) 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 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>	\$5,413,547.00	 Students with Disabilities
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	<p>New testing position will support district special education teachers, providing some relief on required paperwork to increase quality of instruction and offset the burden of ongoing staff shortages.</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 the Department of Rehabilitation</p> <p>Program changes and the addition of varied diploma tracks will expand post-secondary opportunities for special education students by eliminating barriers and increasing access to a high school diploma.</p>		
<p>4.2</p>	<p>Professional Development</p> <p>District will continue to partner with SCOE through Differentiated Assistance to develop a structured plan for professional development and special ed/general ed teacher collaboration that will: increase curriculum coherence and instructional practices through MTSS tiered instruction; increase awareness and use of appropriate accommodations/modifications; increase knowledge and skills in utilizing classroom practices that support special education students in the general ed classrooms; and utilize MTSS tiered behavior supports and individualized behavior support plans to reduce behaviors that impede teaching and learning.</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>\$500.00</p>	 <p>Students with Disabilities</p>

Educational Partner	Major Changes for 2023-24	We Want to Increase	We Want to Decrease
<p>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)</p>	<p>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.</p>	<p>Increase TK-12 student attendance rates</p> <p>Increase district graduation rate</p> <p>Increase K-12 English/Language Arts and math achievement</p> <p>Increase language acquisition and reclassification for English Learners</p> <p>Increase Seal of Biliteracy recipients</p> <p>Increase a-g completion rates</p> <p>Increase AP course participation, completion, and AP Exam passage rates</p> <p>Increase CTE Pathway completion</p> <p>Increase student participation in clubs, activities, and athletics</p> <p>Increase favorable student and parent feelings of connectedness, engagement, and school safety</p> <p>Increase parental participation in meetings & activities</p>	<p>Decrease teacher misassignments</p> <p>Decrease chronic absenteeism</p> <p>Decrease high school dropout rate</p> <p>Decrease suspensions</p> <p>Decrease expulsions</p>

Center Joint Unified School District

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