



2021-22 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	11.6%
Asian	7.5%
Filipino	2.8%
Hispanic/Latino	31.2%
Pacific Islander	1.4%
White	37.0%
Multiple/No Response	0.1%
Student Group	Percent of Enrollment
English Learners	17%
Low Income	61%
Foster Youth	0.003%

Our Community



Antelope, Elverta, Roseville
Communities Served



4,162

Students



7

Schools



528

Staff

2021-22 LCAP Funding Overview

Funding Source	Totals
LCFF Funds	\$16,205,783.00
Other State Funds	\$7,575,374.00
Local Funds	\$10,885.00
Federal Funds	\$8,524,614.00
Total Funds	\$32,316,656.00
Type	Totals
Personnel	\$17,982,257.00
Non-Personnel	\$14,334,399.00



2021-22 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>\$13,600,978.00</p>	<p> All Students</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, Reading Inventory and report card grades. Tier 1, 2 and 3 support through extended instructional learning time offered as summer sessions for students in preschool through grade 12 during the summer of 2021 and 2022.</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 add 2 Intervention Teachers and 2 Instructional Aides to their Intervention Teams. Spinelli Elementary, our smallest school, will add 1.5 Intervention Teachers and 2 Instructional Specialists to their Intervention Team. The addition of Intervention Teachers to the Team of English Learner Teachers, Title I Teachers and Special Education Teachers will enhance the breadth of experience 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>\$3,371,685.00</p>	<p> English Learners Foster Youth Low Income</p>

Seven Instructional Specialists will be hired to further support students in the primary grades who are returning to campuses following school closures or are transitioning to in-person school for the first time.

Learning is extended with the expansion of full-day Kindergarten at Dudley, North Country, Oak Hill and Spinelli and the continuation of Transitional Kindergarten. Full-day Kindergarten will increase 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, we are expanding intervention and creating smaller class sizes in targeted subject areas and grade levels to accelerate progress to close learning gaps. By reducing the student-teacher ratio, this will allow for Tier 2 intervention support within the classroom. Two additional teachers will be hired at Riles Middle School to either expand intervention or reduce class sizes. One additional math and one additional ELA teacher will be hired 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 already in place at Riles Middle School and the English Support and Math Lab classes at Center HS.

We are addressing other barriers to learning by expanding Tier 2 and Tier 3 Social/Emotional supports with the hiring of three Social/Emotional Learning Counselors or Social Workers. These new positions will allow us to expand coverage to 1 FTE at each elementary site, 1 FTE at Riles Middle School and 1 FTE to cover Center High and McClellan High. These positions will provide social/emotional supports through classroom push-in, small group counseling and individual counseling.



An Intervention Counselor will be hired at Center High School to address the increased needs of academic intervention as a result of distance learning and school closure due to the COVID-19 pandemic.

A Social Worker will be added to the Family Resource Center staff to serve as outreach to foster youth and students and families experiencing homelessness.




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.

A district Reengagement Team consisting of 1 administrator, 1 social worker and 2 Student/Family Support Assistants will support K-12 students and families.

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

<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>The EL Homework Help after school tutoring program pairs high achieving students from Center HS with EL students at the elementary sites. Tutors provide one on one and small group help to 1st-6th graders on assigned homework in ELA and mathematics.</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 student 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>\$1,024,462.00</p>	 <p>English Learners</p>
<p>1.4</p>	<p>Special Education Supports The Curriculum and Instruction (C&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 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>\$6,707,903.00</p>	 <p>Students with Disabilities</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>CTE Offerings and Participation</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 expand STEAM to offer TK 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.</p> <p>Dual Enrollment is offered in the business department. We are expanding to include Astronomy and Biology dual enrollment courses through Sierra College and independent study dual enrollment with 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>\$214,472.00</p>	 <p>English Learners Foster Youth Low Income</p>





1.6	<p>Advanced Placement(AP) Enrollment CHS administration, counseling staff and AP teachers collaborate on a site plan to implement targeted outreach to students and families that will increase AP enrollment of students from underrepresented ethnicity groups</p>	\$0.00	 All Students
1.7	<p>Student & Family Services Through collaborative efforts with school sites, the Student and Family Services Coordinator, Student and Family Support Assistants (SFSAs) and a newly hired centralized Social Worker will 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 and Social Worker will 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>	\$1,831,714.00	 Foster Youth Low Income
1.8	<p>Professional Development 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	 English Learners Foster Youth Low Income

GOAL

2

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



<p>2.1</p>	<p>Attendance & Engagement 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>The Reengagement Team consisting of 1 administrator, 1 social worker and 2 Student/Family Support Assistants will be developed to support K-12 students and families. The team will identify students in need as those meeting the definition of chronically absent and through school site referrals or family referrals. The Reengagement Team will work with families to remove barriers and support student reengagement with school.</p>	<p>\$380,137.00</p>	 All Students
<p>2.2</p>	<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.</p> <p>Explore the addition of Team Assist to support PBIS through a sports-based social/emotional curriculum at elementary and middle school sites 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, 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>	<p>\$1,284,646.00</p>	 English Learners Foster Youth Low Income
<p>2.3</p>	<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>	<p>\$1,592,790.00</p>	 English Learners Foster Youth Low Income
<p>2.4</p>	<p>Health Services Nurses & Health Assistants conduct hearing/sight checks, diabetes monitoring and general welfare checks.</p>	<p>\$473,029.00</p>	 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. Add music and physical education specialists to each elementary site 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.	\$1,411,449.00	 English Learners Foster Youth Low Income
2.7	Diversity & Cultural Sensitivity Awareness Provide training for all CJUSD employees	\$5,000.00	 English Learners Foster Youth Low Income
2.8	Student and Family Support Services 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. *Costs included in Goal 1 Action 7.	\$0.00	 All Students




GOAL

3

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



3.1	Enhanced Communication & Partnerships Continue to utilize the website, social media and School Messenger to communicate opportunities that will increase participation in school activities. Increase communication between staff and families utilizing the Parent Portal.	\$24,789.00	 English Learners
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	<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>Foster Youth Low Income</p>
3.2	<p>Enhanced Communication & Partnerships with families of English Learners 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>	\$5,706.00	 <p>English Learners Foster Youth Low Income</p>
3.3	<p>Adult Education The Adult Education program provides a variety of courses free of charge for individuals 18 years and older. Coursework includes English as a Second Language, High School Equivalency Test Preparation, High School Diploma program, and Para-Educator Training.</p>	\$282,896.00	 <p>Adult Students</p>
3.4	<p>Student and Family Support Services 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.</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	 <p>Foster Youth Low Income</p>

Stakeholder Engagement

Major Changes for 2021-22

We Want to Increase

We Want to Decrease

Multi Tiered Systems of Support (MTSS) have been added to all three goals. Data has shown we were not meeting the academic, social and emotional needs of all students. With each site having their own system of support, the district realized the need for a comprehensive plan with consistent language, defined tiers of support

**Increase ELA/math achievement as measured by CAASPP
Increase English Learner language acquisition
Increase English Learner Reclassification rate
Increase K-2 reading fluency, writing and math
Increase participation, attendance and GPA of students participating in**

**Decrease teacher misassignments
Decrease chronic absenteeism
Decrease high school drop out rate
Decrease suspensions
Decrease expulsions**

Center Joint Unified School District

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