Local Control 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
Center Joint Unified School District	Scott Loehr Superintendent	sloehr@centerusd.org (916) 338-6400

Plan Summary [2021-22]

General Information

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

The Center Joint Unified School District serves students residing in areas of Antelope, Elverta and Roseville. District boundaries cross the county line between Sacramento County and Placer County.

CJUSD has seven schools serving 4,258 students in Pre-K through grade 12. CJUSD has four elementary schools serving grades K-6: Cyril Spinelli, population 277; Arthur S. Dudley, population 655; North Country, population 617; Oak Hill, population 708. All four elementary schools feed into Wilson C. Riles Middle School, serving 646 students in grades 7-8. CJUSD has two high schools. Center High is a 9-12 comprehensive high school, with a population of 1,297 students. McClellan High is a continuation high school, serving 51 students in grades 10-12.

The CJUSD student population is 39.7% white, 29.2% Hispanic, 11.2% African American, 7.6% two or more races, 7.4% Asian, 2.9% Filipino, 1.4% Pacific Islander, 0.6% American Indian. Student subgroups include 13.1% students English Learners, 65.9% socioeconomically disadvantaged,14.2% students with disabilities, 6.7% homeless, 0.6% foster youth.

At CJUSD we believe all students can learn and achieve at high levels. It is our mission to empower students to realize their dreams by developing communication skills, reasoning, integrity and motivation through academic excellence, a well rounded education and being active citizens of our diverse community. We focus on academic achievement and social emotional development through a Multi-Tiered System of Supports. We are committed to providing support to meet all of our students' academic, social/emotional and behavioral needs through a three-tiered system of supports. 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 successfully engage in school. All students participate in Tier 1 research-based curriculum and social/emotional programs. In addition to Tier 1, students who are not making adequate progress are provided Tier II targeted supports and interventions based on their identified needs. Tier III programs and services are provided for those few students who require supplemental, individualized and customized intervention.

*Source: California Department of Education Dashboard

Reflections: Successes

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

The California School Dashboard was suspended due to the 2020-21 Covid-19 Pandemic. Successes and/or progress noted below are from the 2018-19 school year and published as the 2019 Dashboard.

English/Language Arts
In the area of English Language Arts, as measured by the CAASPP, the district moved from an overall rating of orange to yellow, showing a 7.1 point increase.

Of the 10 student groups, the following three scored at or above standard; white, Asian and Filipino. Although English learners, Hispanic students, socio-economically disadvantaged students, students of two or more races and students with disabilities are still scoring below standard, all five of these student groups showed gains over the previous year moving these student groups closer to grade level standards. Gains within student groups are as follows; English learners 5 point growth, Hispanic students 8.6 point growth, socioeconomically disadvantaged students 6.9 point growth, two or more races 4 point growth, students with disabilities 5.4 point growth.

Another area to note is the success of Reclassified English learners. This student group scored higher in English Language Arts than their English only peers. Reclassified English learners scored 19.4 points above standard as opposed to English only students scoring 10.4 points below standard. This data further illustrates the academic value of dual language competency.

Districtwide students with disabilities showed improvement with significant improvement at Riles Middle School and Center High School.

English Learner: As measured by the ELPAC, 59.3% of English learners are making progress toward English proficiency. Our students surpassed the state performance level by 10%. 49.7% of English learners progressed at least one ELPI level. 9.5% maintained ELPI Level 4.

College & Career: Comparing data from the graduating class of 2018 to the class of 2019, the percentage of students deemed "Not Prepared" for College and Career declined from 33% to 26%. The percentage of graduates "Approaching Prepared" grew from 25.6% to 35.2% during the same period.

Chronic absenteeism showed improvement, moving from orange to yellow status. Districtwide 13.4% of students are chronically absent with a 0.5% district decline over the previous year. The following student groups showed improvement through a decline in chronic absenteeism numbers: Hispanic 2.9%, socioeconomically disadvantaged 0.7%, Filpino 2.6%, Pacific Islander 2.2%.

Graduation rate showed improvement, moving from yellow to green status. Districtwide graduation rate is 91.2%. This is an increase of 28 students over prior year. Graduation rates for homeless students increased 19.3%, socioeconomically disadvantaged students increased 1.7%.

Although the suspension rate remained in the yellow band, overall suspensions declined 1.4%. 11 of 13 subgroups declined, with homeless showing greatest decline of 3.4%

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.

The California School Dashboard was suspended due to the 2020-21 Covid-19 Pandemic. Areas of improvement noted below are from the 2018-19 school year and published as the 2019 Dashboard.

Although growth has been made in English/Language Arts, overall students are scoring 7.3 points below standard. Hispanic students are 18 points below standard, students of two or more races are 16.8 points below standard and socioeconomically disadvantaged students are 19.1 points below standard. English Learners are 16.9 points below standard. Four subgroups are in the yellow band, scoring less than 20 points below standard. These groups have the smallest deficiency to address and all have shown gains from the previous year indicating movement in the right direction. This number reflects both current English learners and reclassified English learners. When we separate those two groups out further we discover reclassified English learners are doing very well, as described in successes above, but current English learners are not.

English Learner: 26.5% did not show expected growth, rather maintained ELPI Levels within the 1, 2L, 2H, 3L. 3H range. 14.2% of English learners decreased at least one ELPI level. On the CAASPP, current English Learners scored 65.5 points below standard indicating a significant need amongst this student group.

Three additional subgroups stand out with significant gaps, thus needing targeted intervention. African American Students declined 9.6 points, 50.6 points below standard. Homeless students maintained but remain 47.3 points below standard. Although Students with disabilities increased 5.4 points, the subgroup remains 91 points below standard.

Students with Disabilities in ELA: All sites are red or orange indicating low or very low achievement. Dudley shows a more significant distance to standard.

Students with Disabilities in mathematics: Overall red status. CHS is the greatest distance from standard but received an orange due to measured improvement. Dudley shows the greatest distance from standard among elementary schools.

College & Career: 2017, 2018, percentage students Prepared remained at 41.3%. Class of 2019, this rate dipped, reporting 38.8% of graduates are college career ready at graduation.

Increase in chronic absenteeism for foster youth 20.7%, homeless 4%, Asian 0.5%, students with disabilities, two or more races, white. Maintained English Learners, AfricanAmerican
grad rate: students with disabilities declined 1.4% and Hispanic declined 1.8%, African American declined 6.3%

LCAP Highlights

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

This three-year plan was developed amid a global pandemic where campuses were suddenly closed and students were placed on distance learning for 13 months. This scenario completely changed our perspective on student achievement and student needs. Through attendance data along with feedback from teachers, families, administrators, counselors and staff from Student & Family Support Services, we know the consequences of school closures are academic gaps, social/emotional needs and a portion of students and families who have become disengaged. Our priority is meeting the needs of our most at-risk groups including, those identified in need of supports and interventions, pupils with disabilities, youth in foster care, homeless youth, English learners, pupils from low-income families, disengaged pupils, credit-deficient high school pupils, pupils with failing grades, and pupils identified as needing social and mental health supports.

We are providing supplemental instruction and support strategies to meet the academic and social/emotional needs of all students through our three-tiered system of supports, outlined in the CJUSD Multi-Tiered System of Support Blueprint. All students participate in Tier 1 research-based curriculum and social/emotional programs. Students who are not making adequate progress are provided Tier 2 targeted supports and interventions based on their identified needs. Tier 3 programs and services are provided for those students who require individualized, customized intervention. We use a collaborative approach to collect, analyze and review student data to identify gaps in learning and monitor the effectiveness of our system to ensure students have the supplemental instruction and support strategies they need to successfully engage in school and mitigate learning loss. Through MTSS school site structures are in place to create engaging learning experiences in a positive learning environment.

Beginning in June 2021, Tier 1, 2 and 3 support is provided through extended instructional learning time offered as summer sessions for students in preschool through grade 12 during the summer of 2021 and 2022.

Beginning in August 2021, we will focus efforts 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 Aides 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.

Beginning in August 2021, we will expand intervention and create smaller class sizes at the secondary level in targeted subject areas and grades 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 support this need. 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.

To address other barriers to learning we are 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 additional Social Worker will be added to the Student and Family Support Services staff. This position will serve as an outreach to foster youth and students and families experiencing homelessness.

Beginning in August 2021, the Reengagement Team will connect with students and families who have become disengaged. Efforts will be made to identify needs and barriers to attendance, make referrals for appropriate services and supports and ultimately reconnect students and families to school.

Comprehensive Support and Improvement

An 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.

McClellan High School

Support for Identified Schools

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

A CSI team was established which included the McClellan High School principal, district office representatives, site teachers and other staff. The team met in the spring 2020 to review CSI status and requirements, explore the CA Dashboard data, initiate a needs assessment and begin the work of creating a plan. At the second meeting, the CSI team took a deeper dive into data, analyzing graduation rate, suspension rates, attendance data, achievement data and survey results. MHS developed a plan to decrease the need for suspension and increase graduation rates through the support of an Academic Coordinator. Additional stakeholders were included through the School Site Council which brought in parents and students to review data and provide input on the plan to hire an Academic Coordinator. Then the Covid 19 pandemic hit. MHS hired an Academic Coordinator whose student/teacher contact moved to a virtual platform until school sites opened in April 2021. Early in 2021, the MHS Site Administrator surveyed staff, students and families and determined the success of continued need for the Academic Coordinator position for the 2021-22 school year. Duties for that position will continue as follows:

McClellan High School Academic Coordinator duties:

- extracting and analyzing student data to use in coaching teaching staff
- researching and recommending professional development tailored to teacher needs
- offering both group and one-on-one coaching for teachers
- helping implement, refine, and evaluate more effective teaching strategies that lead to increased student success
- leading staff in the Plan-Do-Study-Act improvement model

Monitoring and Evaluating Effectiveness

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

Site team which includes site administrator and instructional staff will meet quarterly. Team will review CAASPP results, attendance data and other local measures to determine effectiveness of the CSI plan on student growth, daily attendance and monitor student growth toward graduation. Results will be shared with parents through School Site Council.

Use graduation data, attendance/engagement data and survey responses from students, staff and families to measure effectiveness of 2021-22 CSI activities and determine the needs moving forward into 2022-23. Stakeholders to include district administration, site administration, representation from the Family Resource Center, site teachers, site classified staff, student governing body, School Site Council, students and parents.

Stakeholder Engagement

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

CJUSD has utilized multiple surveys throughout the 2020-21 school year to seek feedback from parents/guardians, staff and students. Feedback has been critical in identifying needs and developing actions and services.
Reopening Survey: administered October 2020
LCAP Survey: administered April 2021
Panorama Climate Survey: administered May 2021
Learning Loss Survey: administered May 2021

District Meetings: Superintendent presents draft LCAP and budget for review and comment to CJUSD Leadership Team and parent advisory groups.
CJUSD Leadership Team: 5/11/21
District Advisory Council (DAC): 5/19/21
District English Learner Advisory Council (DELAC): 5/19/21

CUTA & CSEA: 5/26/2021
Consulted with SELPA: 5/26/2021
Superintendent responded in writing to questions and comments received from the DAC and DELAC by 6/9/21

Draft LCAP posted online 5/28/21. All stakeholders invited to comment.
District holds public hearing 6/9/21 to solicit public comments on the LCAP and budget. Community questions and comments responded to and posted on the CJUSD website.
LCAP Submitted for CJUSD Board approval: 6/16/21

A summary of the feedback provided by specific stakeholder groups.

Stakeholder groups have shared similar concerns about student learning loss, the challenges of distance learning and the social/emotional consequences of extended time in quarantine without much interaction beyond the nuclear family and the need to reengage students and families. Actions detailed throughout the LCAP address all of these concerns with extended summer learning opportunities, expanded intervention during the school year, enhanced social/emotional supports and the development of the Reengagement Team.

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

The entirety of the LCAP was influenced by stakeholder feedback from parents, students, teachers, administrators, support staff, and advisory groups. Prior to the March 2020 school closures and throughout the 2020-21 school year, we have consistently gathered feedback from all stakeholder groups through surveys, email, virtual advisory meetings, and discussion at School Board meetings. Working in collaboration with various stakeholder groups and utilizing feedback from teachers, administrators and other instructional staff we have identified areas of academic and social/emotional need. As we come out of the Pandemic and reestablish in-person instruction as the norm, our LCAP addresses the concerns expressed by stakeholders.

Intervention teachers and additional academic support staff at all school sites will help mitigate learning loss as a result of Covid school closures. Particular attention has been made to ensure additional supports are in place to address learning loss for students in particularly vulnerable groups such as English Learners, low income students, foster youth, students receiving special education services, students experiencing homelessness and primary grade children transitioning to in-person learning for the first time. Additional school counselors and social workers will identify social/emotional needs and provide services and resources for students and families. A newly established Reengagement Team will reach out to students and families to bridge the gap between home and school to get students back on campus.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

We grouped these metrics and actions together because they are all educational components that work together to ensure student achievement which we believe will result in high school graduates who are college and career ready. Ensuring staff has standards-based curriculum, training to implement curriculum with fidelity and relevant professional development that supports academic achievement and social/emotional development through a Multi-Tiered System of Supports is essential to ensure success for all students as they move from one grade to the next. Varied Advanced Placement and CTE offerings provide a wide array of options for students to pursue a field of interest and successfully transition into a college or career pathway following high school graduation. We know students are most successful when families are involved in their education. Our efforts to identify barriers and assist students and families in accessing support aids in keeping students on the path to graduating college and career ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CCSS, ELD, NGSS implementation by district or site personnel as measured by observation loop and feedback	100% weekly classroom walkthroughs				100% weekly classroom walkthoughs

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher Misassignments Fully Credentialed Teachers	2020-21: 0.4% (1/223) teachers misassigned				Zero teacher misassignments
Students access to standards aligned curriculum	100% of students have access to standards aligned curriculum as certified by the CJUSD Board of Trustees				100% of students have access to standards aligned curriculum as certified by the CJUSD Board of Trustees
CTE Offerings & Completion	2020-21 CHS offered 11 CTE offerings and 18 sections 53.1% CTE Pathway Completion, per 2020 CDE Dashboard				Maintain 11 CTE offerings 59% CTE Pathway Completion, per CDE Dashboard
a-g completion	2019-20: 18.3% seniors met all a-g requirements as reported by DataQuest 4 year cohort				24% of seniors will meet all a-g requirements
Advanced Placement Enrollment	2020-21 AP enrollment: 320 White: 35% (113/320) Hispanic: 15% (50/320) African American: 15% (48/320)				Close the ethnicity gap so AP enrollment of Hispanic students reflects total enrollment of Hispanic students at CHS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Other Asian: 9% (28/320) Filipino: 8% (27/320) Asian Indian: 7% (23/320) Vietnamese: 5% (16/320) Laotian: 2% (7/320) American Indian: 1% (4/320) Hawaiian: 0.9% (3/320) Cambodian: 0.3%(1/320)				
AP Passage Rate, 3 or higher	27.3% students earned a score of 3 or higher on two AP exams as reported by 2020 CCI Dashboard 67.5% students earned a score of 3 or higher on one AP exam in 2020 as reported by College Board				35% of students will earn a score of 3 or higher on two AP exams as reported by 2020 CCI Dashboard 70% of students will earn a score of 3 or higher on one AP exam as reported by College Board.
EL Progress Indicator	59.3% made progress as reported on 2019-20 Dashboard				Increase by 2% annually bringing indicator on Dashboard to a ranking of Very High

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Redesignation	2020-21: 14.4% (80 students) were Redesignated Fluent English Proficient				Increase to 18%
ERHMS	2019-20: Students served: 70 Average Attendance: 93.9% Average GPS: 2.63%				Average Attendance: 94% GPA: 2.75
CAASPP	CAASPP (2018-19) ENGLISH/LANGUAGE ARTS Standards Met or Exceeded 3rd: 55% 4th: 52.3% 5th: 57.6% 6th: 65.1% 7th: 56.8% 8th: 66.7% 11th: 75.6% CAASPP (2018-19) MATHEMATICS Standards Met or Exceeded 3rd: 57.3% 4th: 41.5% 5th: 38.1% 6th: 47.3% 7th: 52.6% 8th: 64.5% 11th: 56.5%				Increase the percentage of students scoring Standard Met or Exceeded on CAASPP ELA & Math by 5% 5% Increase of economically disadvantaged students achieving Standard Met or Exceeded 5% Increase of students with disabilities achieving Standard Met or Exceeded 5% Increase of English learner students achieving

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ECONOMICALLY DISADVANTAGED Standards Met or Exceeded (CAASPP18-19) English/Language Arts 3rd: 36.6% 4th: 37.4% 5th: 39.6% 6th: 37.8% 7th: 39.1% 8th: 37.1% 11th: 47.2% Math 3rd: 38.4% 4th: 32.4% 5th: 25.5% 6th: 25.9% 7th: 24.8% 8th: 23.8% 11th: 20.9% STUDENTS with DISABILITIES Standards Met or Exceeded (CAASPP18-19) English/Language Arts 3rd: 21.3% 4th: 19.4%				Standard Met or Exceeded

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	5th: 17.9% 6th: 13.4% 7th: 14% 8th: 12.4% 11th: 15.8% Math 3rd: 24.2% 4th: 18.5% 5th: 12.8% 6th: 9.6% 7th: 9.1% 8th: 7.6% 11th: 5% ENGLISH LEARNERS Standards Met or Exceeded (CAASPP18-19) English/Language Arts 3rd: 18.4% 4th: 17.5% 5th: 13.3% 6th: 9.5% 7th: 9.1% 8th: 6.1% 11th: 7.8% Math 3rd: 24.5% 4th: 17.8% 5th: 9.5%				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	6th: 7.5% 7th: 7% 8th: 5.9% 11th: 5%				
District Graduation Rate	2019-20 as reported through CDE DataQuest: 87.8%				90% District Graduation Rate as reported through CDE DataQuest
Seal of Biliteracy	2019-20: 16.2% graduates earned Seal of Biliteracy				22% of graduates earn the Seal of Biliteracy
IReady	Baseline based on 3 Level Placement 2021-22 beginning of year diagnostic: Reading 22% on or above grade level 37% one grade level below 41% two or more grade levels below Math 13% on or above grade level 41% one grade level below 13% two or more grade levels below				Decrease by 5%, students scoring two or more grade levels below

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Prepared for College & Career	40% of graduates are prepared for college and career and 20.3% are approaching prepared as reported on 2020 CCI Dashboard. Ten students in 2020 were a-g compliant and CTE pathway completers				45% prepared, 25% approaching 25% a-g compliant and CTE pathway completers

Actions

Action #	Title	Description	Total Funds	Contributing
1	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. 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. 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	$13,600,978.00	No

Action #	Title	Description	Total Funds	Contributing
		Profession and the Continuum of Teaching Practice, and Student performance.		
2	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. 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. 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	$3,371,685.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		

Action #	Title	Description	Total Funds	Contributing
		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.		
3	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. 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. 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. 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. The Intervention Counselor at Center HS supports EL students and reclassified Fluent English Proficient student ensuring they are on	$1,024,462.00	Yes

Action #	Title	Description	Total Funds	Contributing
		track to graduate and have access to all the appropriate support services. 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. Will continue to research additional strategies and supports that will enhance teaching and learning for our English Learner population.		
4	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. 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. All students have access to credit recovery programs, academic and career counseling and CTE pathways. At the secondary level, Naviance provides expanded transition education to increase the success of post-secondary outcomes for Special Education students.	$6,707,903.00	No

Action #	Title	Description	Total Funds	Contributing
		Transitional support to prepare for college and career is provided through WorkAbility and Department of Rehabilitation 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.		
5	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 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. 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. 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 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	$214,472.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Coordinator works directly with students and staff to provide college, career and employment guidance The AVID program at Center HS and Riles Middle School supports pathways to college. 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.		
6	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	$0.00	No
7	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 homelessnes, 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	$1,831,714.00	Yes

Action #	Title	Description	Total Funds	Contributing
		responsible for monitoring and tracking student data progress of the students within the program.		
8	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. 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.	$105,000.00	Yes

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.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

We grouped these metrics and actions together because they are all components that are essential to ensure students, families and staff experience a positive environment that is both physically and emotionally safe. We know students who are connected to school attend more regularly, have less discipline problems and are more likely to experience higher academic achievement. Offering varied opportunities to experience something new through athletics, activities and clubs creates a connection with school and a positive connection with another adult, outside of their classroom experience. Ensuring students are safely transported, have access to healthcare and social/emotional resources breaks down barriers than can inhibit academic achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Inspection	100% of schools pass the Facilities Inspection with a rating of Good or better				100% of schools pass the Facilities Inspection
Daily Attendance	2019 P2 Districtwide Attendance: 93.5%				P2 Districtwide Attendance: 94%
Chronic Absenteeism	Chronic Absenteeism: 8.79%				Chronic Absenteeism: 7.5%
District Drop Out Rate	2019-20: 4.9% (16) district-wide dropouts as reported by				4% district-wide drop out rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	DataQuest in 4 Year Cohort report				
Middle School Drop Out Rate	Zero middle school drop outs				Maintain zero middle school drop outs
Suspension Rate	2019-20 district suspension rate was 3.7%, as reported through CDE DataQuest				Suspension Rate: 3.2%
Expulsion Rate	2019-20: 4 expulsions* *partial year data, schools closed for 3 months				No more than 6 expulsions
School Climate Survey Response Rate	May 2021: 67% of students districtwide in grades 3-12 (N = 2147) responded to initial Panorama School Climate Survey Dudley Elementary: 85% North Country Elementary: 82% Oak Hill Elementary: 76% Spinelli Elementary: 75% Riles Middle School: 68%				75% of students respond to Panorama School Climate Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	McClellan High School: 78% Center High School: 53%				
School Climate & Connectedness	Panorama Student Survey results (administered May 2021) Grades 3-5 (722 responses) School Belonging: 71% School Climate: 74% School Engagement: 59% School Safety: 72% Teacher-Student Relationships: 80% Grades 6-12 (1,425 responses) School Belonging: 32% School Climate: 54% School Engagement: 27% School Safety: 70% Teacher-Student Relationships: 51% Panorama Teacher/Staff Survey baseline: 0				3% annual growth in each category

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Districtwide Student Participation	District Wide Participation: 32% (1394/4251) participated in clubs, activities or athletics in 2019-20. Center High: 519/1297 McClellan High: 52/51 WCR Middle 245/646 Oak Hill:181/708 North Country: 91/617 Spinelli: 163/277 Dudley: 143/655 *Total population data as reported on 2019-20 Census Day * MHS population fluctuates which is why the numerator is greater than the denominator.				40% of students participate in clubs, activities or athletics

Actions

Action #	Title	Description	Total Funds	Contributing
1	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	$380,137.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
2	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. 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. Prevent and stop bullying and mistreatment through the Safe School Ambassador programs at Dudley Elementary, Oak Hill Elementary, Spinelli Elementary and Riles Middle School. SEL/Equity Task Force to identify needs and resources and procure a Trauma-Informed Practices training plan. 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.	$1,284,646.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	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	$1,592,790.00	Yes
4	Health Services	Nurses & Health Assistants conduct hearing/sight checks, diabetes monitoring and general welfare checks.	$473,029.00	Yes
5	Facilities Master Plan	Research, identify and prioritize needs to develop a Facilities Master Plan.	$0.00	No
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	Yes
7	Diversity & Cultural Sensitivity Awareness	Provide training for all CJUSD employees	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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	No

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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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.

Goals and Actions

Goal

Goal #	Description
3	All students will benefit from improved partnerships and communication with all stakeholders.

An explanation of why the LEA has developed this goal.

We grouped these metrics and actions together because we know students benefit from families who are engaged in and connected with school. Our hope is that we can connect families to our school sites and programs and provide them with the supports they need to ensure their children can access education and in turn, families will remain in our district.

Utilizing social media and other modes of communication help us transfer information through a means that is easily accessible for families. Great effort is made to connect families to teachers through Parent Portal giving parents/guardians reliable, up to date information on student progress. Parent surveys are key to help us identify successes and challenges and understand where students and families are struggling so we can break down barriers to ensure student success.

We hope to further connect families through other educational opportunities. Adult Education offers a route for adults to gain new skills for the workplace or earn a GED. Parent Engagement Workshops offered through the Student and Family Support Services Center provide skills on parenting.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey to measure perceived safety and connectedness: Family-School Relationships Survey through Panorama	Baseline: 0				Improve percent of positive responses by 3% annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parental Involvement on decision making through site parent advisory meetings: SSC, ELAC and other site based advisory groups	2019-20: Total 96 site meetings held among 7 sites				106 meetings or other site based opportunities for parents/guardians to be involved in decision making
Parental involvement on decision making through district advisory meetings: DAC, DELAC and other district based advisory groups	Baseline: 0				100% representation from each school site
Parental Participation in student progress via Parent Portal	2019-20: 62% of families have active Parent Portal accounts				75% of families will have active Parent Portal accounts
Partnerships with Student and Family Resource Center: Increase quantity of and participation in parent/guardian education nights	Baseline: 0				Increase parent/guardian participation by 2% annually

Actions

Action #	Title	Description	Total Funds	Contributing
1	Enhanced Communication & Partnerships	Continue to utilize the website. social media and School Messenger to communicate opportunities that will increase participation in school activities.	$24,789.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Increase communication between staff and families utilizing the Parent Portal. Utilize Panorama to survey parents/guardians to identify school climate strengths and areas of improvement Increase parent involvement in advisory groups such as School Site Council, District Advisory Council and other site based parent groups		
2	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 Conduct annual Title I and English Learner Needs Assessments. Analyze results to increase or improve programs and services.	$5,706.00	Yes
3	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.	$282,896.00	No
4	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. To identify barriers, needs, and supports, the Student and Family Support Services Office will expand outreach to families experiencing	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		homelessness/foster through targeted communication during transition times throughout the school year. Provide community engagement activities such as a Back to School Resource Fair. 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. *Costs included in Goal 1 Action 7.		

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.

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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
21.47%	$8,003,249

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.

Goal 1 Action 2: We are using Supplemental and Concentration funds to provide credit recovery and targeted academic support classes and social/emotional supports for students attending McClellan High School. A high percentage of students are unduplicated, allowing McClellan to effectively group students for targeted interventions. Report card grades, teacher feedback, local assessments and attendance records during school closures indicate our unduplicated high school population requires academic and social/emotional interventions. Prior to Covid shutdowns, our experience has shown that a high percentage of the students attending McClellan are pupils from unduplicated student groups. We believe with appropriate, targeted intervention we can address learning gaps and students can make up credits to graduate.

We are using Supplemental and Concentration funds to provide Transitional Kindergarten and extend the school day for Kindergarten. Teacher feedback and attendance records during school closures have indicated a need for more learning time at the younger levels. This is especially true for our unduplicated population who struggled more significantly to participate in distance learning due to fewer resources, language barriers and the unavailability of parents to support learning due to work schedules. The continuation of Transitional Kindergarten and the expansion to full-day Kindergarten will increase instructional time to mitigate learning loss and develop literacy skills and social skills.

Goal 1 Action 5: We are using Supplemental and Concentration funds to support unduplicated students in their post-secondary college and career path through the College/Career Coordinator and the AVID program. Significant outreach is done by both the College/Career Coordinator and AVID Coordinator to target services to unduplicated students and provide college/career exploration and guidance. Often

our unduplicated students are the first in their families to pursue higher education. We believe targeted outreach will positively impact graduation rates and prepare more students to successfully transition into college or career paths.

Goal 2 Action 2: We are using Supplemental and Concentration funds to provide Safe School Ambassadors at Dudley Elementary, Oak Hill Elementary, Spinelli Elementary, and Riles Middle School to positively impact the culture of the schools by stopping and preventing bullying. Research shows the prevalence of bullying and victimization is higher in low-economic school districts and school data shows unduplicated pupils often have the greatest need for such interventions which is the rationale for placing Safe School Ambassadors in our Title I schools.

We are using Supplemental and Concentration funds to provide social/emotional support and counseling through the ERMHS program and site-based counselors. ERMHS primarily serves unduplicated students who have exhibited academic and social/emotional behaviors requiring intervention to increase attendance and academic achievement. Although counselors support all students, efforts are targeted to unduplicated student groups ensuring students with the greatest needs are provided the services and supports necessary to access education.

Goal 2, Action 3, and Goal 3 Action 1: We are using Supplemental and Concentration funds to engage more students and families. We continue to provide transportation to and from school. Distance between home and school has been a barrier to families, especially unduplicated students. Providing daily transportation has a positive impact on attendance, decreasing chronic absenteeism. After-school transportation is enabling students to access after-school academic support, athletics, activities, and clubs, which will impact connecting unduplicated students to school. We have enhanced district and school websites and incorporated School Messenger to improve school-to-family communication. Experience has shown that technology enhances our success in reaching families of unduplicated students. We expect that through these efforts future Panorama surveys will reflect high possitvity on connectness.

Goal 2, Action 4: We are using Supplemental and Concentration funds to provide general health and welfare checks to ensure the physical health of low income students. Our low income students often struggle with access to appropriate health care. Research tells this lack of access has a significant impact on attendance which impacts achievement. Although all students have access, these funds are principally directed to low income students.

Goal 1, Action 8: We are using Supplemental and Concentration funds to provide professional development to teachers so they are equipped with instructional strategies to meet the needs of all learners and mitigate learning loss caused by Covid shutdowns. Report card grades, teacher feedback and local assessments during school closures indicate our unduplicated students require additional academic and social/emotional interventions. We believe through purposeful professional development teachers will fully utilize MTSS systems, practices and the application of data to promote student achievement.

Goal 2, Action 6: We are using Supplemental and Concentration funds to enhance and broaden the educational experience while strengthening school connections for all students. Often there are various barriers that prevent students from participating in before school or after school athletics, clubs or other activities. These barriers are more significant for our unduplicated students. Adding music and physical education specialists to all elementary schools provides access during the school day. After-school transportation for those

participating in extracurriculars significantly reduces a barrier that prevents participation by providing afternoon transportation from school to home and transportation to and from athletic competitions scheduled off-campus.

Goal 2, Action 7: We are using Supplemental and Concentration funds to provide diversity and cultural sensitivity awareness training to broaden our understanding of the diverse cultures that comprise our population so we may better meet the needs of our students, families and employees. Staff will recognize biases and learn to prevent and overcome those biases from negatively impacting interactions, creating inclusion and a safe, welcoming classroom environment for all students.

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

Goal 1 Action 2: MHS provides credit recovery throughout the day, offering smaller class sizes and lower teacher-student ratios. The flexibility built into the daily schedule allows students to take afternoon classes outside of the school day providing another means to catch up on credits. Social/emotional supports, counseling, and counselor/administrator check-ins are part of the culture of McClellan and a valued intervention to address social/emotional needs.

We are extending kindergarten learning by adjusting the day from 205 minutes to 375 minutes. This transition started three years ago with a pilot class which proved to be successful. Through facilities grants, we now have the capacity on-site to accommodate full-day kindergarten. Scheduling changes have been made at all the school sites. Nutrition Services and Transportation have made adjustments to accommodate extra meals and bus routes.

Goal 1 Action 5: The AVID Coordinator collaborates with the middle school AVID program and school counselors to identify students who meet the AVID criteria. The Coordinator targets outreach and recruits students into the program. Once students are enrolled in AVID, the Coordinator supports the students through to graduation with one-on-one and group advisory sessions during the school day. Through these sessions, the Coordinator monitors academic progress on the 4-year plan, ensures student schedules meet a-g requirements, provides guidance on the college application process. The College and Career Center is centrally located on campus making the Coordinator easily accessible to students. The coordinator works in tandem with the counseling department to identify student needs. Coordinator plans college presentations, guest speakers, college visits, military presentations, ASVAB, and the annual college fair. Coordinator actively advertises opportunities through school social media site and through targeted outreach.

Goal 1 Action 8: Through continued professional development on the structure and supports of MTSS we are ensuring our teachers utilize the systems of support to meet the needs of all diverse learners through a framework of academic and social/emotional best practices.

Goal 2, Action 2: Facilitators for the Safe School Ambassador program select socially influential leaders of a school's diverse cliques to become Ambassadors. Annual training gives student Ambassadors the skills and tools to resolve conflicts, defuse incidents, and support isolated and excluded students. Small group Ambassador meetings are held every few weeks. These meetings strengthen skills, support data collection and analyze Ambassador interventions, and sustain student and adult commitment to the program.

ERMHS individual and group counseling services are provided by a marriage and family therapist and psychologists during the school day. A social worker will soon replace the psychologist in this role.

Goal 2, Action 3: We provide transportation to anyone living outside of a 2-mile radius of the school. Transportation is provided for special education per IEP. Bus routes are mapped out so students are not on busses for an extended period of time. School sites coordinate directly with the Transportation Department to schedule athletic transportation. Bus passes or mileage reimbursement are provided for foster youth and students experiencing homelessness. School counselors, administrators, and Student and Family Support Services collaborate to identify if transportation is a barrier to attendance and assist with coordinating transportation solutions.

Goal 2, Action 4: Vision and hearing screenings are completed at mandated grade levels. Nurses do additional screenings per IEPs. Health technicians are assigned to school sites ensuring accessibility. The Student and Family Support Services (FSS) office provides insight and refers students and families for health services as needed.

Goal 2, Action 6: By including music and physical education into the elementary school day and eliminating transportation barriers we will expand opportunities for and increase the participation of unduplicated students in music education, physical education, athletics, activities and clubs, making greater connections between student, family and school.

Goal 2, Action 7: Staff will consciously look at themselves and recognize any biases they bring to school/classroom. This training will influence how teachers and staff view and respond to the needs of our unduplicated students which will positively impact the connection our unduplicated students have to school which, in turn, has a positive impact on achievement.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$16,205,783.00	$7,575,374.00	$10,885.00	$8,524,614.00	$32,316,656.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$17,982,257.00	$14,334,399.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Instructional staff, curriculum & training	$9,523,639.00	$3,377,087.00		$700,252.00	$13,600,978.00
1	2	English Learners Foster Youth Low Income	Intervention and Extension	$2,065,371.00	$3,000.00		$1,303,314.00	$3,371,685.00
1	3	English Learners	English Learner Language Acquisition & Supports	$982,462.00			$42,000.00	$1,024,462.00
1	4	Students with Disabilities	Special Education Supports	$132,047.00	$3,945,929.00		$2,629,927.00	$6,707,903.00
1	5	English Learners Foster Youth Low Income	CTE Offerings and Participation	$116,802.00	$92,670.00		$5,000.00	$214,472.00
1	6	All	Advanced Placement(AP) Enrollment					$0.00
1	7	Foster Youth Low Income	Student & Family Services	$262,800.00		$10,885.00	$1,558,029.00	$1,831,714.00
1	8	English Learners Foster Youth Low Income	Professional Development	$10,000.00	$30,000.00		$65,000.00	$105,000.00
2	1	All	Attendance & Engagement				$380,137.00	$380,137.00
2	2	English Learners Foster Youth Low Income	Social Emotional Supports	$783,521.00	$24,583.00		$476,542.00	$1,284,646.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	English Learners Foster Youth Low Income	Transportation	$1,546,550.00	$46,240.00			$1,592,790.00
2	4	English Learners Foster Youth Low Income	Health Services	$215,647.00			$257,382.00	$473,029.00
2	5	All	Facilities Master Plan					$0.00
2	6	English Learners Foster Youth Low Income	School Connections	$531,449.00			$880,000.00	$1,411,449.00
2	7	English Learners Foster Youth Low Income	Diversity & Cultural Sensitivity Awareness	$5,000.00				$5,000.00
2	8	All	Student and Family Support Services					$0.00
3	1	English Learners Foster Youth Low Income	Enhanced Communication & Partnerships	$24,789.00				$24,789.00
3	2	English Learners Foster Youth Low Income	Enhanced Communication & Partnerships with families of English Learners	$5,706.00				$5,706.00
3	3	Adult Students	Adult Education		$55,865.00		$227,031.00	$282,896.00
3	4	Foster Youth Low Income	Student and Family Support Services					$0.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$6,550,097.00	$11,344,742.00
LEA-wide Total:	$4,484,726.00	$7,973,057.00
Limited Total:	$2,065,371.00	$3,371,685.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Intervention and Extension	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$2,065,371.00	$3,371,685.00
1	3	English Learner Language Acquisition & Supports	LEA-wide	English Learners	All Schools	$982,462.00	$1,024,462.00
1	5	CTE Offerings and Participation	LEA-wide	English Learners Foster Youth Low Income	All Schools	$116,802.00	$214,472.00
1	7	Student & Family Services	LEA-wide	Foster Youth Low Income		$262,800.00	$1,831,714.00
1	8	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	$105,000.00
2	2	Social Emotional Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	$783,521.00	$1,284,646.00
2	3	Transportation	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,546,550.00	$1,592,790.00
2	4	Health Services	LEA-wide	English Learners Foster Youth	All Schools	$215,647.00	$473,029.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
2	6	School Connections	LEA-wide	English Learners Foster Youth Low Income	All Schools	$531,449.00	$1,411,449.00
2	7	Diversity & Cultural Sensitivity Awareness	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	$5,000.00
3	1	Enhanced Communication & Partnerships	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,789.00	$24,789.00
3	2	Enhanced Communication & Partnerships with families of English Learners	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,706.00	$5,706.00
3	4	Student and Family Support Services	LEA-wide	Foster Youth Low Income	All Schools		$0.00

Annual Update Table Year 1 [2021-22]

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

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***Percentage to Increase or Improve Services*:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.