

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 |
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Plan Summary [2021-22]

General Information

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

We are committed to high expectations, social justice, and equity for all students. We value diversity and strive to eradicate institutionalized racism and discrimination in all forms. Our priority is to raise achievement of all students through the elimination of the racialized opportunity gap that negatively impacts our students of color. We accomplish this through the delivery of culturally and linguistically responsive standards-driven instruction, courageous and advocacy-oriented leadership, and relevant professional learning. All JCCS community members stand personally committed and professionally accountable for the achievement of this mission.

The San Diego County Office of Education (SDCOE) runs a variety of educational programs including:

Juvenile Court and Community Schools

These schools serve approximately 2,383 students each year in 20 sites and classrooms throughout the county. The WASC-accredited program serves school-age youth who are either wards of the court or have been referred by social services, probation, or one of the 42 school districts in San Diego County. Our educational services are provided to youth impacted by expulsion, incarceration, pregnancy/early parenting, foster care, chronic truancy, substance dependency, neglect, abuse, and homelessness.

Monarch School

Monarch School is a K-12 public school serving the needs of children impacted by homelessness. The only school of its kind in the county, Monarch is a unique public-private partnership between SDCOE/JCCS and the nonprofit Monarch School Project, a 501(c)3 organization; the County Office provides teachers and an accredited education, and the nonprofit supplements this program through academic and enrichment programs including an after-school program, expressive arts therapy, and counseling.

San Pasqual Academy

San Pasqual Academy in Escondido is a residential campus that serves approximately 50 teens in foster care. It opened in 2001 and was the first school in the country to specifically serve this population.

Friendship School

Friendship School serves as many as 50 students between the ages of 3 and 22 who are medically fragile and have multiple disabilities. The Imperial Beach campus is operated by SDCOE in affiliation with the South County Special Education Local Plan Area (SELPA).

Student Demographics (October 2020 Census Day)

Overall Juvenile Court and Community Schools and Friendship Special Education school:

Enrollment = 1,159

Socioeconomically Disadvantaged = 93%

English Learners = 30%

Foster Youth = 8%

Homeless Youth = 32%

Students with Disabilities = 32%

American Indian/Alaska Native = 1.29%

Asian = 1.55%

Black/African American = 11.30%

Hispanic = 71.96%

White = 9.92%

Multiple = 3.45%

Filipino = 0.35%

Native Hawaiian/Other Pacific Islander = .17%

Missing = 0%

School Enrollment (October 2020 Census Day):

Friendship - = 42

Monarch School = 285

San Diego Community Schools = 529 -

San Diego Court Schools = 168

San Pasqual Academy = 50 -

Reflections: Successes

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

According to the State dashboard (2019) and an analysis of our work in Differentiated Assistance Year 1, prior to COVID-19 our successes were many and can be seen as an indicator of much focused and intentional work throughout our educational programs.

Below is a summary of our Dashboard results to-date, prior to COVID-19.

~San Diego County Community Schools (Community Schools) entered orange (from red) in Chronic Absenteeism by decreasing 2.3%; they also entered yellow in Suspension (from red) decreasing 3.9%. Furthermore, Community Schools entered yellow in ELA (from red) increasing 27.2 points and remained in orange in mathematics while increasing 9.4 points.

~San Diego County Court Schools (Court Schools) entered blue (from red) by decreasing 17% in Chronic Absenteeism; in addition, they moved to green (from orange) decreasing 6.1% in Suspension. Finally, Court Schools entered orange (from red) in the College and Career Index increasing 2.4%.

~Monarch School entered a performance level of yellow (from orange) in ELA by increasing 19.7 points from standard. In addition, in mathematics, they entered orange (from red) maintaining their points from standard.

~San Pasqual Academy entered a performance level of orange (from red) by decreasing their Suspension Rate by 8.5%. In addition, San Pasqual Academy exited ESSA's CSI because of their decreased Suspension Rate.

Overall, JCCS' Suspension rates decreased for all of our schools by 4.7%, earning an overall performance level of yellow (from red). In addition, our overall rates for English language arts increased 20.9 points earning us a level of orange (from red) as well. We are very proud of the work we have been doing to develop positive school cultures (climates) while creating trauma sensitive schools. Our work in ELA is also showing promise as we implement with fidelity.

Our work in Differentiated Assistance (DA) helped us to address the multiple needs of our students and their families who are experiencing the effects of Chronic Absenteeism. We addressed the issue by identifying and communicating with multi-disciplinary teams to address the myriad of reasons our students are absent. Our root cause analysis helped us to see the issue from a systems lens; we then worked to enact policies and procedures from the district level to assist our students, families, and schools. Finally, we put in proactive measures to address these challenges in a manner that is trauma sensitive and preventative in nature.

Since COVID-19, we know that there is no dashboard to report our successes in this area; however, we can use DataQuest to measure our Graduation Rate as well as our work in Chronic Absenteeism and Suspension Rates. To this end, we are most proud of our 2019-20 Graduation Rates released in fall 2021:

~Monarch = 93.3% (increased 10%)

~San Diego County Community School = 90.8% (increased 33%)

~San Diego County Court = 92.9% (increased 32.9%)

~San Pasqual Academy = 100% (increased 19%)

Our work on our rates of Chronic Absenteeism appears to be improving and our middle school dropout rates was maintained. JCCS 2019-20 Chronic Absenteeism Rates:

~K-8 0% Dropout rate (maintained)

~K-8 Monarch = 53.7% (declined 9.4%)

~K-8 San Diego County Community = 47.9% (declined 14.7%)

~K-8 San Diego Court = 0% (maintained)

There are no K-8 at San Pasqual Academy

Finally, our work in alternatives to Suspension appeared to be having an impact prior to closing school facilities due to COVID-19; since COVID-19 and distance learning we have had 0 suspensions. The greatest impact being at Monarch and San Pasqual Academy, which is where they were focused heavily. Our 2019-20 JCCS Suspension Rates based on the DataQuest (pre-COVID-19) numbers:

Monarch 2.5% (declined 1.7%)

San Diego County Community = 7% (increased .1%)

San Diego County Court = 0% (declined 3.1%)

San Pasqual Academy = 15.4% (declined 11.2%)

** While our suspension rate is currently 0% as we have been in Distance Learning for the last 12 months; we plan to continue this trend by employing a plethora of strategies and interventions for support.

As a system we feel that there are others areas to highlight the work that has gone forward since our last LCAP in response to COVID-19 and the shutdown. We were able to pivot in the span of a week to Distance Learning; this meant that we had contacted almost all students (89%) to ascertain their immediate basic needs and developed a plan for rectifying their concerns. In addition, we distributed over 1,050 Chromebooks to students along with 400 hotspots and 50 Cox Cable home internet installations. Along with the technology, we supplied over 850 backpacks with some extra attention to English learners by including leveled readers, sketch pads, colored pencils, and bilingual dictionaries, to name a few items. In order to see success from beyond a basic needs stance, we supplied instructional staff for educational technology and training to help teachers and partners (VAPA) in creating Google classrooms, Seesaw, and Haiku-based classrooms. Instructional coaches created content for teachers and students that was inviting and successful; they created cross-curricular opportunities for students to show their talents at both the Student-Led Conferences (SLCs) and the Design Jam - Creating our Future event. Our local assessments showed progress in 90 days for students who pre and post tested; 33% increased a 1/2 year in Reading and 38% increased a 1/2 year in Mathematics.

Some of our other areas of success included our response to family needs via the food service initiative. It was no longer distributing breakfast and lunch but securing meals and family boxes for delivery (29,720). In addition, our VAPA partners were able to deliver 365 arts kits and schedule time to meet with students to practice learning and practicing "Radical Self Care." We were also able to successfully distribute 125 hygiene kits to several programs of students. Finally, we have seen a great increase in our engagement from our partners. There were 344 participants and 250 who responded to our survey of needs. The Special Education department remarked how exciting a time it was when so many parents who work were able to participate in Individualized Education Program (IEPs) meetings via ZOOM.

Ultimately we were able to complete our Operations Written Report, our Learning Continuity Plan (LCP), and spend our LMFF according to its purpose in supplying resources for a robust Distance Learning opportunity. Our work with these reports helped us to gather feedback from our stakeholders and adjust our program offerings as well as our schedules in order to continually remain relevant and meet the needs of our students and families. Our work with our teachers and classified unions as well as our teachers, staff, administrators, partners, students and families have given us robust ideas as to how to maintain a stance of a continuous improvement via our data through the piloting of ideas in curriculum delivery, instructional models and our opportunities for assessments (local and state). Our growth in our knowledge and application of improvement science will further expand our success.

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.

According to the State 2019 Dashboard, although we had many successes, we have some areas of need as well. SDCOE's overall performance levels were red in the following indicators: Chronic Absenteeism, College/Career, Graduation Rate, and Mathematics. These indicators are found in three LCFF Priorities:

Priority 4: Pupil Achievement (English Language Arts, Mathematics, English Learner Progress)

Priority 5: Graduation Rate or Chronic Absenteeism

Priority 8: Access to and Outcomes in a Broad Course of Study: College/Career.

Six student groups for SDCOE/JCCS met the criteria for Differentiated Assistance (DA).

The six student groups in need of targeted concentration as evidenced by our dashboard results are:

Students who are English learners (Met Criteria in Priority Areas 5 and 8)

Students who are Hispanic (Met Criteria in Priority Areas 4, 5, and 8)

Students experiencing Homelessness (Met Criteria in Priority Areas 4, 5, and 8)

Students who are Socioeconomically Disadvantaged (Met Criteria in Priority Areas 4, 5, and 8)

Students with Disabilities (Met Criteria in Priority Areas 4, 5, and 8)

White Students (Met Criteria in Priority Areas 5 and 8)

Finally, performance levels for all student groups with enough students to earn a color, were yellow in Suspension Rate and orange in English language arts. We will continue to work to improve in those areas as well.

Performance in the following indicators earned us the opportunity for DA Year 2 utilizing a needs assessment and system improvement (through structural and transformative change) model. Through the use of Improvement Science along with the CDE and Imperial COE, we learned that the common hindering forces to systemic success were in three main areas: Access to data, Data Use/Analysis, and SEL/Academic Supports. As a district who is using a Multi-Tiered System of Support (MTSS) structure, which utilizes various pieces of data, we identified Data Use/Analysis as the area of improvement that would impact the system greatest.

~Monarch School maintained a performance level of red in Chronic Absenteeism (increasing 8.9%) and entered yellow (from green) in Suspension due to no change in the percentage of students being suspended. There were not enough students to earn a performance level for College/Career or Graduation Rate (though it increased 6.1%).

~San Pasqual Academy didn't have enough students to earn a performance level in College/Career, Graduation Rate, ELA, nor Mathematics. San Pasqual Academy exited ESSA's CSI because of their decreased Suspension Rate.

The Court Schools and The Community Schools have continued to be eligible, under Every Student Succeeds Act, for Customized Support and Improvement (CSI) monies and support.

~Community Schools maintained a color of red in the indicators: College/Career (maintaining at -0.3%) and Graduation Rate increasing 20.4% but not meeting the threshold of 68% for two years.

~Court School maintained a color of red in Graduation Rate (increasing by 18.2%), however, it was below the 68% threshold for two years. There were not enough students to earn a performance level for ELA although it did increase 26.6 points toward standard. Mathematics

maintained points and did not have enough students to earn a level.

All JCCS and Special Education school sites during 2021-22, though we have seen drastic improvement in Chronic Absenteeism and Graduation Rate, will focus improvement on College/Career, ELA, Math, English Learner Progress, Attendance Rates, and an improved social and emotional state for students and staff persons.

*Specifically, addressing Chronic Absenteeism rates (K-8) students in all programs: in 2018-19 African American students 61.9%- in 2019-20 16% a decrease; Hispanic students 52.6%- in 2019-20 73% an increase; Homeless students 61.6%- in 2019-20 76% an increase; SED 55.6% -in 2019-20 89% an increase specifically due to our students impacted by homelessness increasing our SED, now at 93%, increased; White students 51%- in 2019-20 5% (a significant decrease). These shifts in numbers have been influenced by actions such as improved site-level monitoring of student attendance and the addition of computer assisted monitoring system. Unfortunately, the pandemic has also increased the uncertainty and thus the absenteeism of more students who are Hispanic and Low-income. (Goal 3, Action 2)

- Develop and successfully implement a positive and transformational school culture using a Multi-Tiered System of Support (MTSS) for all students inclusive of academic and social and emotional learning and strategies for intervention (Goal 1, Action 5, and Goal 4, Action 1 and 6)

*A substantially heavier focus on Social and Emotional Learning (SEL) strategies through embedded and specific course curriculum will have a greater focus as well. (Goal 4 Action 1, and 6)

- We will continually refine support for teachers and leaders in implementing high-quality integrated and designated English Language Development (ELD) to support our learners and differentiated lessons for our students with disabilities. (Goal 1, Action 3 & 6 and Goal 2, Action 3, and Goal 4 Action 4)

*Improved student proficiency in English language arts and math will be addressed through targeted staff development and ensuring access for all students to a rigorous and developmentally appropriate program. In ELA, there are no students in red. In Mathematics, the groups for focus are: Hispanic, Homeless, SED and SWD (Goal 1, Action 2,3 and 6; Goal 2 Action 2 and Goal 4, Action 6). English learners are in orange for ELA and Math.

LCAP Highlights

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

Through stakeholder input via surveys and community forums along with the work of our leadership team, including instructional coaches, SDCOE identified the following areas for continuous improvement.

SDCOE schools will ensure excellence in teaching and learning through a system of coherent and aligned professional learning structures, which include large group professional learning, site-embedded coaching, observations with targeted feedback, benchmark assessments, and weekly professional learning communities. We will prepare our students to succeed in college and career by supporting differentiated learning models, including distance learning, to respond to the needs of diverse learners as well as promote opportunities for intervention, remediation, acceleration, and access to a broad course of study. Our continued data collection and analysis will allow us to monitor and adjust our program as needed to achieve this goal. (Goal 1)

SDCOE schools will increase stakeholder engagement to support excellence in each student's success through parent education and leadership training to enhance home/school partnerships, with topics such as Restorative Practices, parent/child communication, college and career readiness, gang awareness, alcohol, tobacco and other drugs prevention/intervention including vaping, and healthy relationships. We will monitor our data to ensure we are meeting our stakeholders needs in developing and refining internal and external communication systems to increase engagement of the students, parents, staff and other stakeholders with the schools. (Goal 2)

SDCOE schools will continue to develop coherent and transparent systems for operational excellence to support each student's success by establishing internal systems and structures to support student self-monitoring/self-regulation, increase equity, and expand access to a rigorous and developmentally appropriate instructional program. Our commitment is to engage students and ensure they are able to attend regularly. This continual improvement is monitored by data analysis visualization tools to support the site, region, and division. Adhering to all safety guidelines, the division believes that our return to in-person instruction will improve our engagement, attendance, and course credit completions as well. (Goal 3).

SDCOE schools support the integration, alignment, and transition of students who are at-risk, English learners, expelled, incarcerated, in foster care, and impacted by homelessness to be prepared to succeed in college and career. We do this through a developed and successfully implemented positive and transformational school culture using a Multi-Tiered System of Support (MTSS). This structure allows for appropriate data collection, training, and implementation of protocols that work to ensure academic supports for students accessing a rigorous grade-level curriculum. It also provides the opportunity and support for students and families to develop skills in academic and behavior supports, including but not limited to, Positive behavioral interventions and supports (PBIS) and reading intervention for those students who need them. Finally, we are continually refining our support for teachers and leaders in identifying and implementing high-quality integrated and designated English Language Development (ELD) in alignment with our English language arts, science, mathematics and now history curriculum. (Goal 4)

New priorities for the 2021-22 school year we will be:

*Continuing the professional learning of our English language arts teachers in our created Integrated ELA/ELD curriculum, which was established in 2017--18. This group is working to continue implementing Curriculum Maps/Units of Study and benchmark assessments to ensure students in JCCS access standards-aligned courses with appropriate levels of rigor. In addition, we have implemented Study Sync as another leveled curriculum encompassing designated and integrated ELD support. And finally, we are re-introducing our Expository Reading and Writing Curriculum (ERWC) as another writing curriculum to continually help to improve our students' writing.

*Continuing the Division Curriculum Committee for Math, which was started in 2019. This group has reviewed math content standards, building content knowledge and teacher capacity with the help of our partner experts from Learning and Leadership Services (LLS). This group helped to lead the JCCS division in integrated math strategies and pedagogy in the 2019-20 piloting of math curriculum, which led to adopting the new math curriculum for 2020-21. It is continuing to implement and refine the system of Curriculum Maps/Units of Study and benchmark assessments.

*Continuing the Division Curriculum Committee for Science, which was started in 2020. This group reviewed Next Generation Science Standards (NGSS), building content knowledge and teacher capacity with the help of our partner experts from Learning and Leadership Services (LLS). This group is leading the JCCS division with NGSS strategies and pedagogy; it selected our curriculum for pilot/adoption of

our STEAM Initiative for JCCS: Curriculum/Scope & Sequence, Decision Making, CTE Pathways, Community Partnerships, VAPA, and Exhibitions of Learning. It will implement and refine the system to include Curriculum Maps/Units of Study and benchmark assessments.

*Continuing the Division Curriculum Committee for History-Social Studies, which was started in 2021. This group reviewed History-Social Science Framework and the JCCS Mission Statement to develop a vision for the implementation of standards, building content knowledge and teacher capacity with the help of our partner experts from Learning and Leadership Services (LLS). This group is leading the JCCS division in strategies and pedagogy around the framework of Content, Literacy, Inquiry and Citizenship (CLIC); it is also tasked with selecting curriculum for pilot/adoption. We are also offering the California Seal of Civic Engagement beginning in the 2021-22 school year. It will implement and refine the system to include Curriculum Maps/Units of Study and benchmark assessments.

*Continuing to strengthen our system of coherent and aligned professional learning structures by strengthening administrators and instructional coaches' capacity to lead large group professional learning, professional learning communities, site-embedded coaching observations with targeted feedback, and benchmark assessments with analysis.

*Continuing to develop our MTSS structure organizing JCCS in a manner in which we identify and provide support for students by utilizing data. This will be our third year division-wide implementation of Multi-Tiered System of Support (MTSS) after the Year 2 pilot-training of Positive behavioral intervention and supports (PBIS) for behavior intensive instruction. Initial training sessions in MTSS in 2018-2019 was followed by a pilot and then an introductory training of the strength of PBIS and the foundation needed. In 2019-20, we created a PBIS team for each administrator (nine in all) and conducted five days of training for each team to be prepared to lead the Year 1 implementation in 2020-21. Due to COVID-19, we have not yet had the chance to implement all of the hard work that is PBIS. We will continue with this model via the training and implementation of an MTSS Handbook and data system to support what will be our first year all school's implementation for the remainder of the 2020-21 and the 2021-22 school year.

*Continuing to support our reading intervention support program, which was organized similarly, with nine teams, one for each administrator, training in both embedded strategies, content specific strategies as well as a dedicated/protected teachers of reading intervention strategies to implement with our students with the most need.

*Continuing to develop our positive school culture by continued training in Trauma-Sensitive Schools (TSS), reinforcement of the principles of Restorative Practices.

*Continuing with the implementation of a comprehensive school guidance program supporting the American School Counselor domains and systemically incorporate programs already in place such as MAST and substance abuse counseling and SEL strategies including the Radical Self Care curriculum and others curated.

*Continuing work with the CTE Advisory Board to add and expand CTE pathways and course offerings.

*Utilize the dedicated SEL instructional coach and positive school culture instructional coach in a more concentrated and continued effort at meeting the social and emotional needs of our students via Social and Emotional Learning (SEL) strategies and intervention, both embedded in the daily experience and taught as weekly courses through our teachers, counselors and other supportive staff persons. We have been accepted into the (2021) SEL Community of Practice with SDCOE and will utilize that knowledge adopt a plan to formally embed this learning

into our daily learning opportunities for our students and staff persons. We know through our stakeholders that this is an area that we will make more systemic and formal in its implementation to ensure we are meeting the needs of all students.

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.

San Diego County Court Schools and San Diego County Community Schools

Support for Identified Schools

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

The San Diego County Office of Education Court Schools and Community Schools met the criteria for Comprehensive Support and Improvement (CSI) under ESSA due to:

~Community Schools maintaining a color of red in the indicators: College/Career (maintaining at -0.3%) and Graduation Rate (at 57.6%) increasing 20.4% but not meeting the threshold of 68% for two years.

~Court School maintained a color of red in Graduation Rate (at 60%) increasing by 18.2%, however, it is also below the 68% threshold for two years. Their College/Career (increased by 2.4%) to 3% and earned an orange level (from red).

The SDCOE Juvenile Court and Community Schools (JCCS) leadership team has met with experts in improvement science from the Imperial County Office of Education to get to the root causes of our performance gaps across JCCS. Using the continuous improvement approach, in 2019-20, JCCS created a team to identify the root cause of Chronic Absenteeism as we decided that would have the greatest impact on each of the other indicators. We used the recommendations made by Imperial County Office of Education and SDCOE Learning and Leadership Services (LLS). New recommendations for 2021-22 will be based on a complete data analysis of our local and state Dashboard results to help identify areas of strength and weakness. The six student groups in need of targeted concentration as evidenced by our dashboard results are:

Students who are English learners

Students who are Hispanic

Students experiencing Homelessness

Students who are Socioeconomically Disadvantaged

Students with Disabilities

White students

Through DA using improvement science along with the CDE and Imperial COE, we are working to improve our system so that it produces greater outcomes for all students. Through our intentional process we learned that our common hindering forces to systemic success were in three main areas: Access to data, Data Use/Analysis, and SEL/Academic Supports. As a district that is using a Multi-Tiered System of Support (MTSS) structure, which utilizes various pieces of data to make decisions, we identified Data Use/Analysis as the area of improvement that would impact the system greatest.

Being identified for CSI means that SDCOE JCCS (as a district) will receive additional funds to provide customized support to Court Schools, and Community Schools. CSI resources are being used for evidence-based interventions to specifically address chronic absenteeism, improve English learner progress, graduation and college/career indicator rates, mathematics and English language arts results (Dashboard areas of growth), as well as supports for academic interventions, social and emotional learning (SEL) and MTSS implementation. LCAP goals are in alignment with the School Plans for Student Achievement, which will be approved by each of the CSI schools' School Site Council.

JCCS administration supported the CSI-identified schools in developing their 2021-22 SPSAs by conducting 11 LCAP Community Forums for parents, staff, and stakeholders across the county. The LCAP Community Forums were outreach events that solicited stakeholder input to prioritize areas of greatest need. Staff, parent, student, and partner survey data as well as student and staff empathy interviews were used as the school-level needs assessment. Survey results and input from outreach events were used in the development of the LCAP goals. CSI priority areas of growth are embedded in JCCS LCAP goals and actions. All stakeholder input obtained at LCAP meetings is shared with the SSC for the development of SPSAs.

The two CSI-identified schools will include CSI improvement actions in their 2021-22 SPSAs. SPSAs are developed and reviewed annually between April and June at the School Site Council (SSC) meetings. The entire process is overseen by JCCS executive directors and strategically coordinated by the school site principals and SSC president to work on an annual comprehensive needs-assessment and the evaluation of individual site SPSA goals and action plans.

Monitoring and Evaluating Effectiveness

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

The initial analysis of the JCCS performance data was conducted by the Imperial County Office of Education (ICOE) and SDCOE Differentiated Assistance (DA) team. The DA team used the ESSA-recommended format for district analysis, which was conducted on four meeting dates during the school year. Meetings consisted of a comprehensive data dive, needs assessment, systems improvement actions, and Problem, Study, Do, Act (PSDA) Cycles.

The student data and achievement supervisor and JCCS data team will complete interim reports for each CSI school identifying their progress in meeting goals associated with California School Dashboard outcomes. These monitoring reports will be reviewed by SDCOE Learning and Leadership Services (LLS) personnel and JCCS leadership. Additional supports and interventions will be identified and offered if insufficient progress is identified. In addition, members from SDCOE's leadership team and LLS will conduct site visits and meet with site

administrators and leadership team members to discuss progress and site identified needs. Sites will be using monitoring measures, including interim test data, district-provided suspension and chronic absenteeism reports, and additional local data.

The JCCS District Equity Leadership Team (DELT) (formerly MTSS leadership) and JCCS administration are responsible for the effective implementation of CSI supports in the LCAP and SPSAs. Monthly DELT Team meetings include data updates on student achievement along with Dashboard-related progress monitoring. JCCS administration and DELT will redirect resources and staff as needed to support CSI eligible schools: Court Schools and Community Schools.

Multiple assessment measures, including the Dashboard results and local assessments, will be used to monitor and evaluate the overall effectiveness of the CSI support implementation. A local assessment (Renaissance Learning) will be administered every 90 days to monitor student growth, guide instruction, and target interventions. As mentioned in the prior section, the CSI student supports are embedded in the LCAP goals and are in alignment with the SPSAs for each CSI-eligible school. The SPSAs are monitored by JCCS administration, the DELT Team, and the School Site Council (SSC). The SSC will be responsible for approving its school's SPSA and will provide site-level monitoring and evaluation of the effectiveness of the SPSA and CSI supports for improvement.

Stakeholder Engagement

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

Throughout our 2020-21 school year, LCAP updates are provided and feedback is solicited in a variety of locations and platforms. Status updates are provided on Local Indicators, Goals, and Actions as well as expected Annual Measurable Outcomes. The District Parent Advisory Committee and District English Learner Advisory Committee received updates and gave their solicited input during LCAP development on April 22, 2021. In addition, School Site Council meetings for each school included information on the goals and how they are connected to the site and the need for actions in the SPSAs to be in support of the LCAP goals.

Eleven community forums were held in January 2021 with representation from all stakeholder groups, including: parents of unduplicated students and community-based organizations/partner agencies (124), students (15), and classified and credentialed staff (205) inclusive of Special Education administration.

The LCAP Forums were held in each of our JCCS Regions:

Jan. 13, 2021 at San Pasqual Academy (Foster Youth stakeholders present)

Jan. 14, 2021 at Metro Region (two sessions English/Spanish p.m.)

Jan. 20, 2020 at South East Region (three sessions Arabic a.m. English and Spanish p.m.)

Jan. 21, 2020 SOAR Academy (including probation partners)

Jan. 21, 2021 North Region (two sessions English/Spanish p.m.)

Jan. 22, 2020 at Monarch School (two sessions English/Spanish p.m.)

Information on the development of the LCAP via Staff and administrative meetings as well as meeting with our Teacher's Union, our Classified Union, and our English Learner Advisory Committee (ELAC), and the District Parent Advisory Committee (DPAC).

The LCAP Leadership Team meets weekly starting in November, to plan and implement the LCAP Forums, and to develop the process for stakeholder engagement. The LCAP Leadership Team, in conjunction with the principals and instructional coaches, then reviewed all of the forum feedback to identify trends and themes that emerged. This information was then compared to the survey results and those items that were most pressing were used to prioritize actions for each of the goals. The Goals and Actions as well as Annual Measurable Outcomes were shared with executive leadership, principals, and classified leaders on Feb. 11, 2021. The leadership team worked together to theme the responses and set the priorities for the goals and actions for the year. The information was then shared with regional classified and certificated staff via the monthly planning agendas, including our Special Education site. Union leadership contributed to the decision making process of goals and actions. Finalized LCAP highlights and priorities were also discussed with both the teachers and classified unions' leadership on April 21, 2021.

LCAP surveys were administered to credentialed and classified staff, administrators, community partners, parents (including Friendship School) and students.

In addition, for Friendship School, the Community Advisory Committee meets monthly and each site has a Parent Advisory Committee to give solicited input. Parent input into program needs also comes through Individualized Education Program meetings.

The public hearing for the LCAP occurred on May 12, 2021.

Board Adoption occurs June 9, 2021.

A summary of the feedback provided by specific stakeholder groups.

Stakeholder feedback was massive in the volume of information gathered. There were many who said "thank you" and noted the great effort and investment of time, referring to the connections the students/parents were having with school staff and the students/family's needs being met in the areas of technology, food, materials, and referrals to services. There were also areas of need. The most overwhelming trends across all forums was more consistent communication via a variety of formats (text, email and calls); communication being requested was internal (inside the organization and between regions) and external (between school and home/community partners). This communication being solicited was for positive feedback as well as communication of students having challenges and/or concerns; communication around students' academic progress and areas of concern as well as words of encouragement were also requested. Various stakeholders shared their desire for progress reports and report cards, exhibitions, and student led reports/conferences; in addition, there were many requests for parent/student access to grades/progress. Also, there was a strong desire for parents/guardians to be trained in the technology that their students are expected to learn. In addition, more ELD support for English learners, especially newcomers, and more visual and performing arts opportunities for all students. The need for more physical activity/sports and the need to learn outdoors was also mentioned many times. PBIS incentives for behavior and academics, more mental health staff, more Career Technical Education (CTE) opportunities/internships, and more use of restorative practices (community building, check-ins), in addition to the need for greater attention toward social and emotional states and strategies to deal with all that has occurred in the last 12 months of the pandemic were also prominent. Parents, students and partners all noted the need to acquire strategies that can be used to motivate the students in these times. The need for professional development in the areas of cultural competency, anti-racist/anti-bias was also brought to the forefront by various groups of stakeholders. This sentiment coincided with some who wanted a better school culture/climate that was culturally relevant, trauma informed, engaging and safe for students. There is a continual request for information on alcohol, tobacco, and other drugs, including vaping as well as other topics related to mentors and/or credible messengers to share their stories of victory. Finally, some asked for more rigorous curriculum for students with disabilities and other students in order to make progress to their high school graduation and beyond.

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

There were several themes that emerged from each of the forums across all stakeholder groups. Additionally, we incorporated the thinking and the themes that emerged from our 2019-20 Differentiated Assistance through the use of Improvement Science along with the CDE and Imperial COE. There, we identified the common hindering force to systemic success as Data Use/Analysis. For this 2020-21 school year, we have begun the transition to Synergy, the new student information system (SIS), and we await all of the opportunities it presents. This will have great impact on the entire system, and it will be woven in each of our goals. In addition, we have identified the following:

* A student information system in which both parents/guardians and students can access was requested. We have adopted Synergy and we will need to introduce, train, and coordinate its implementation; it includes opportunities to communicate with parents and students via a portal. Goal 2, Action 2 and Goal 3, Action 1.

- * A system that improves our ability to do progress reports, report cards, track behavior, transitions, and grades across the system. This will be included with our new SIS system Goal 2, Action 2
- * A plan to train parents in the Synergy parent portal and other technology trainings as requested. This is captured in Goal 2 Action 2.
- * Continual work to improve our development and coordination of a Multi-Tiered System of Support (MTSS) structure that will support all students in academics and behavioral/social and emotional health. This idea of meeting students needs efficiently and effectively in the least amount of time is found in: Goal 1, Action 5; Goal 3, Action 2; Goal 4, Action 1 and 6.
- * A continual need to work on our practice to ensure a transformational school climate/culture to address the areas of restorative practice, trauma-sensitive engagement, and safety for students. This is critical to our success especially as we return to in-person instruction: Goal 2, Action 4; Goal 4, Action 1 and 6
- * Continual support for English learners and ongoing training and development for plans to improve their development of the English language is found: Goal 1, Action 3 and 6; Goal 2, Action 3; Goal 4, Action 4.
- * A need for ongoing and improved visual and performing arts opportunities for students: Goal 1, Action 3 and Goal 4, Action 7
- * A need to continue to expand CTE into other areas as well as other internship and certification opportunities Goal 1, Action 3 and Goal 4, Action 5

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 1 | SDCOE schools will ensure excellence in teaching and learning through a system of coherent and aligned professional learning structures, which include large group professional learning, site-embedded coaching, observations with targeted feedback, benchmark assessments, and weekly professional learning communities. We will prepare our students to succeed in college and career by supporting differentiated learning models, including distance learning, to respond to the needs of diverse learners as well as promote opportunities for intervention, remediation, acceleration, and access to a broad course of study. Our continued data collection and analysis will allow us to monitor and adjust our program as needed to achieve this goal. |

An explanation of why the LEA has developed this goal.

"Years of research on teacher quality support the fact that effective teachers not only make students feel good about school and learning, but also that their work actually results in increased student achievement (Tucker & Stronge, 2005). Our student achievement data, both Dashboard and our local Renaissance Learning, demonstrate a need to increase the academic performance of ALL students in meeting or exceeding grade level standards in English language arts (ELA) and mathematics. We have used gap closing measures that fully expect our students to achieve at rates closer to the standard; ELA appears to be closer than mathematics, hence the difference in expectation. Input from stakeholders also identified a need to implement an instructional program that meets the needs of all students, specifically, feedback was given related to the additional needs in supporting students who are English learners (EL) and Students with Disabilities (SWD) in making academic progress. This is done through our continued commitment to professional learning and increased implementation of strategies to support all students.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|----------------|----------------|----------------|--|
| Appropriately credentialed and assigned teachers | 2020-21 100% of teachers are appropriately credentialed and assigned. | | | | 2023-24 100% of teachers are appropriately credentialed and assigned. |
| Student access to instructional materials and supplies | 2020-21 100% of students have access to board- | | | | 2023-24 100% of students have access to board- |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|----------------|----------------|----------------|---|
| | adopted materials and instructional supplies | | | | adopted materials and instructional supplies |
| School facilities maintained and in good repair | 2020-21 100% of sites have exemplary rating on Facilities Inspection Tool | | | | 2023-24 100% of sites have exemplary rating on Facilities Inspection Tool |
| Implementation of academic content and performance standards (we are using 1/2 year or more of growth as a metric to capture our students who are enrolled for less than one semester | <p>2020-21 Renaissance Learning (Local Assessment) percent of students who have 1/2 year or more of growth</p> <p>Reading All JCCS = 32% AA - 0% EL = 30% FY = * Not enough for calculation Hisp = 35% Homeless = 33% SED = 28% SWD = 56%</p> <p>Mathematics All JCCS = 39% AA = 36% EL = 33% FY = * Not enough for calculation Hisp = 39% Homeless = 37% SED = 40%</p> | | | | <p>2023-24 Renaissance Learning (Local Assessment) percent of students who have 1/2 year or more of growth</p> <p>Reading All JCCS = 37% AA = 5% EL = 35% FY = 5% Hisp = 40% Homeless = 38% SED = 33% SWD = 61%</p> <p>Mathematics All JCCS = 44% AA = 41% EL = 38% FY = 5% Hisp = 41% Homeless = 42% SED = 45% SWD = 51%</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|----------------|----------------|----------------|---|
| | SWD = 49% | | | | |
| The percentage of students who are English learners provided access to the state standards and English language development (ELD) standards | 2020-21 100% of English learners had access to the ELD state standards | | | | 2023-24 100% of English learners had access to the ELD state standards |
| Percentage of students who are English learners making progress toward English proficiency as measured by the ELPAC. | No Dashboard 2020-21 2018-19 38.5% Progressed at least one ELPI Level | | | | 2023-24 45%-55% progressed at least one ELPI Level |
| English learner reclassification rate (Baseline established 2019-20) *Awaiting approval of our reclassification model from our board | 2020-21 Baseline Established 2018-2019 21% of students enrolled in JCCS are reclassified by referring districts | | | | 2023-24 5% Growth over Baseline |
| The percentage of pupils who have passed an Advanced Placement (AP) examination with a score of three or higher. | 2020-21 0% -- No students took an AP exam during school year | | | | 2023-24 1% students took and passed an AP Exam during the school year |
| The percentage of pupils demonstrating | No Dashboard 2020-21 | | | | 2023-24 In ELA, |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|----------------|----------------|----------------|---|
| college preparedness as measured by the Early Assessment Program (EAP)* *This measure will utilize 11th grade student performance on California Assessment of Student Performance and Progress (CAASPP) | 2018-19 In ELA, Hispanic 2% African American 2%, RFEP 2% English Only 3% In Math 0% | | | | Hispanic 4% African American 4%, RFEP 4% English Only 6% In Math 4% |
| Student enrollment in a broad course of study as measured by report cards (K--6) and the 7--12 grade master schedules demonstrating all students have access to all required courses, including unduplicated students and students with exceptional needs | 2020-21 Community 100% Court 100% Monarch 100% SPA 100% | | | | 2023-24 Community 100% Court 100% Monarch 100% SPA 100% |
| Percentage of students completing an “a-g” course requirement *This data point is difficult to calculate due to an overwhelming number | 2020-21 493 students completed an “a-g” course as of January 2021 60% of JCCS students completed an “a-g” course | | | | 2023-24 518 students completed an “a-g” course as of June 30, 2022 65% of JCCS students completed an “a-g” course |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|----------------|----------------|----------------|---|
| of short-term enrollments | <p>*78% of our Foster Youth completed an “a-g” course</p> <p>*43% of our EL students completed an “a-g” course</p> <p>*59% of our SED students completed an “a-g” course</p> <p>*Students may be counted more than once in multiple categories</p> | | | | <p>84% of our Foster Youth complete an “a-g” course</p> <p>48% of our EL students completed an “a-g” course</p> <p>64% of our SED students completed an “a-g” course</p> <p>*Students may be counted more than once in multiple categories</p> |
| SBAC ELA: Scale score points distance from standard | <p>No Dashboard 2020-21</p> <p>2018--19 CAASPP ELA</p> <p>ALL - 101.5 pts below standard</p> <p>EL - 117.8 pts below standard</p> <p>FY - 113.7 pts below standard</p> <p>SED - 100.6 pts below standard</p> <p>AA - 113.8 pts below standard</p> <p>Hisp - 104.1 pts below standard</p> <p>SWD - 139.2 pts below standard</p> | | | | <p>2023--24 CAASPP ELA</p> <p>ALL - 5 pts above standard</p> <p>EL - 5 pts above standard</p> <p>FY - 5 pts above standard</p> <p>SED - 5 pts above standard</p> <p>AA - 5 pts above standard</p> <p>Hisp - 5 pts above standard</p> <p>SWD - 5 pts above standard</p> <p>Homeless - 5 pts above standard</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|----------------|----------------|----------------|---|
| | Homeless - 72.4 pts below standard | | | | |
| SBAC Math: Scale score points distance from standard | 2020-21 No Dashboard 2018--19 CAASPP MATH ALL - 178.6 pts below standard EL - 181.5 pts below standard FY - 185 pts below standard SED - 178.3 pts below standard AA - 195.3 pts below standard Hisp - 175.9 pts below standard SWD - 210.2 pts below standard Homeless - 130.3 pts below standard | | | | 2023--24 CAASPP Math ALL - 25 pts below standard EL - 25 pts below standard FY - 25 pts below standard SED - 25 pts below standard AA - 25 pts below standard Hisp - 25 pts below standard SWD - 25 pts below standard Homeless - 25 pts below standard |
| Targeted professional learning opportunities | 2020-21 *English Language Arts/ELD: 8 ELA PLs & 3 ELD PLs *Cross curricular (ELA/STEAM/HIST): 8 PLs incl. 2 Design Jam *Science/ STEAM: 9 PLs *CHYA/TUPE/Outdoor Ed: 5 PLs | | | | 2023-24 Fully trained and equipped teachers and instructional staff in CCSS in English Language/ELD, Mathematics, Science, History/SS, Educational Technology and Reading Intervention |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|--|----------------|----------------|----------------|-----------------------------|
| | *History/Social Science - 6 PLs *Mathematics - 13 PLs *Education Technology - 11 PLs *Reading Intervention - 38 PLs | | | | |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|----------------|--------------|
| 1 | Supplementing the basic instructional program | <p>Personnel and services to support the base program for all students:</p> <ul style="list-style-type: none"> * Appropriately credentialed and assigned teachers * Providing a lower student-teacher ratio * Paying for non-refundable food services personnel * Guest teachers to cover instructional program as needed * Sufficient adopted materials for all courses including student Chromebooks and educational software, and adopted online text to assist with Distance Learning and to ensure 1:1 access * Additional support staff based on class size reduction and supplies for a safe, clean, and orderly school facilities * Nursing services for Community, Court, and Monarch Schools <p>Non-Personnel: Supplemental contracted services, classroom materials and supplies for Community, Court, and Monarch schools, Other Federal, State and Local Funds services, student Chromebooks, classroom software, maintenance and repairs, capital outlay and indirect cost</p> <p>Personnel: Community, Court and Monarch supplemental teachers (17.5) and substitute teachers and school nurse (1)</p> | \$5,921,853.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|--------------|--------------|
| 2 | Large group professional learning and DCCs | <p>Strengthen the implementation of Core Curriculum Map/Units of Study/Benchmark Assessments with professional learning and materials aligned to CCSS and best- practices for inclusive teaching and learning (English learners, Students with Disabilities, and General Education students in the same classroom) for middle and high school classrooms throughout JCCS</p> <p>Ongoing Division Curriculum Committees (DCCs) and subject matter teacher groups professional learning</p> <p>*Continue to implement Integrated ELA/ELD Curriculum Map/Units of Study/Benchmark Assessments as well as an Instructional Framework aligned to Integrated ELD/ELA standards</p> <p>*Continue to further develop and implement Mathematics Curriculum Map/Units of Study/Benchmark Assessments as well as an Instructional Framework aligned to Mathematic Standards</p> <p>*Continue to pilot Science (STEAM) Curriculum Map/Units of Study/Benchmark Assessments as well as an Instructional Framework aligned to NGSS Standards</p> <p>*Continue to develop and pilot a History/Social Science Division Curriculum Committee (DCC) to begin to develop Curriculum Map/Units of Study/Benchmark Assessments to pilot curriculum aligned to History Framework</p> <p>*Continued communication of best practices and opportunities among curricular foci through the Curriculum, Instruction & Assessment Weekly Bulletin</p> <p>Targeted Professional Learning Opportunities: *English Language Arts/ELD: 8 ELA PLs & 3 ELD PLs *Cross curricular (ELA/STEAM/HIST): 8 PLs incl. 2 Design Jam *Science/ STEAM: 9 PLs *CHYA/TUPE/Outdoor Ed: 5 PLs *History/Social Science - 6 PLs *Mathematics - 13 PLs *Education Technology - 11 PLs</p> <p>Non-Personnel: Professional Development Cost - ELA, ELD, Math, Science, History, and Equity</p> <p>Personnel: JCCS Director, Equity, LCAP, MTSS (0.8)</p> | \$196,760.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|--------------|--------------|
| 3 | Diverse learning models for student access and success | <p>Review, revise, and refine implementation of differentiated learning models to respond to the needs of diverse learners to promote opportunities for intervention, remediation, acceleration, and increased access to a broad course of study including the following programs/strategies:</p> <ul style="list-style-type: none"> *Independent Study (IS) *Integrated ELD in ELA, math, science, and history *Integrated CTE Pathways with curriculum and hands-on learning *Integrated VAPA experiences and services, supplies, and materials *Specialized experiences in Interdisciplinary UC "a-g" approved courses *Dual and concurrent enrollment in college courses and text *Support for graduates still enrolled (students who are detained) in college courses *Expand the reading intervention program to encompass more personnel being trained in order to provide access to a greater number of students *Reading Intervention PL (Embedded & 1:1 Protected): 38 partial/whole days <p>Non-Personnel: Reading intervention contract</p> <p>Personnel: Independent study assistant (4)</p> | \$291,426.00 | Yes |
| 4 | Instructional coaches for subject-matter expertise and capacity building | <p>Strengthen capacity of instructional support through Instructional Coaches that support the teachers and administrators in content, pedagogy and reflective practice</p> <p>Using our needs assessment, continue to revise and implement a coherent and aligned professional learning structure which includes a multi-tiered approach to support the following:</p> <ul style="list-style-type: none"> *Professional learning communities *Site-embedded coaching, observations | \$964,634.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|-------------|--------------|
| | | <p>*Opportunities for feedback</p> <p>*Subject matter expert professional learning design and implementation</p> <p>Non-Personnel: None</p> <p>Personnel: Instructional Coach (5.8)</p> | | |
| 5 | Data collection and analysis with support personnel | <p>Monitor progress to strengthen implementation and refine the system of assessment (Renaissance Learning, Benchmark and ELPAC and SBAC) ensuring efficient and effective classroom/course placement and acceleration of learning</p> <p>Utilize our assessment systems technician to train all staff in the appropriate administration and interpretation of the assessments as well as the new student information system in order to ensure services needed are able to be obtained and transmitted in an efficient amount of time.</p> <p>Use assessment information, from a variety of sources, to activate Multi--Tiered System of Support (MTSS) structure in an effort to meet the needs of all students in JCCS and document them in the Personal Learning Plan</p> <p>Non-Personnel: Local Assessment Software - Renaissance Learning</p> <p>Personnel: Assessment Systems Technician (0.5)</p> | \$83,436.00 | Yes |
| 6 | Increased and improved services for English learners | <p>Ensure a high-quality academic program for English learners by continuing to refine a program that includes:</p> <p>*A revised English Learner Plan heavily modeled after the ELD Roadmap & Toolkit</p> <p>* Stakeholder voice in program design and decisions</p> | \$93,716.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|--|-------------|--------------|
| | | <ul style="list-style-type: none"> * Designated ELD to build language skills and integrated ELD to support acquisition of content knowledge * Appropriately assess incoming EL's to determine placement and LTELS * Monitor R-FEPs for continued academic success *Professional learning to understand and differentiate instruction based on the specific needs of newcomer ELs and students who could become LTELS *Professional learning on strategies for students who are English learners addressing their language and academic needs *More training for assistants in the EL Toolkit and Roadmap EL and strategies to improve the ELD program *Teacher assessments of students in class to inform instructional decisions *Rosetta Stone computer program to support newcomers in their acquisition of English *Designated English Learner Software implementation - Learning Tree <p>Non-Personnel: Supplemental Classroom Supplies, Materials and Services for English learners</p> <p>Personnel: JCCS director, Equity LCAP MTSS (0.2) and instructional coach (0.2)</p> | | |

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 | SDCOE schools will increase stakeholder engagement to support excellence in each student's success through parent education and leadership training to enhance home/school partnerships, with topics such as Restorative Practices, parent/child communication, college and career readiness, gang awareness, alcohol, tobacco and other drugs prevention/intervention including vaping, and healthy relationships. We will monitor our data to ensure we are meeting our stakeholders needs in developing and refining internal and external communication systems to increase engagement of students, parents, staff and other stakeholders with the schools. (Goal 2) |

An explanation of why the LEA has developed this goal.

"The definition of parent engagement is parents [guardians] and teachers sharing a responsibility to help their children learn and meet educational goals (Ferland, 1991). As an LEA we have seen the positive impact that parents/guardians/caretakers, probation officers, and social workers, to name a few, have on our students' performance in school as well as their success in college going behaviors. We are keeping this goal and seek to expand the opportunities we have to engage our parents in a more meaningful and lasting manner in an effort to improve not only parent participation but school attendance rates as well.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|----------------|----------------|----------------|--|
| Parent input in district and school decision-making (includes parent involvement and feedback related to District Advisory Council (DAC), District English Learner Advisory Council (DELAC), Local Control and Accountability Plan (LCAP) forums, surveys, and School Site Councils (SSC)) | 2020-21 100% of district governance groups are compliant and solicit parent input | | | | 2023-24 100% of district governance groups are compliant and solicit parent input |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|----------------|----------------|----------------|---|
| Promotion of parent participation in programs for unduplicated pupils (EL, SED, FY) | Baseline 2020-21 364 parent or guardians participated in school-related activities EL - 38% FY - 2% SED - 83% AA - 4% LAT - 80% Homeless - 13% | | | | 2023-24 5% above baseline (382) for parents or guardians who participated in school-related activities |
| Promotion of parent participation in programs for students with exceptional needs | 2020-21 Parent participation baselines will be established Friendship JCCS | | | | 2023-24 Parent participation numbers Friendship - 5% above baseline JCCS - 5% above baseline |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|--------------|--------------|
| 1 | Parent engagement, involvement, and leadership | <p>The supervisor of Family Involvement Services and the parent/family liaisons will continue to promote parent involvement and engagement and implement the parent/family plan; in addition:</p> <ul style="list-style-type: none"> *Offer parent education to enhance home and school partnerships as well as cater to parental interests *Provide education on: Restorative Practices; Trauma-Sensitive Schools; learning and behavior; U.S. school system; and other topics selected by parents and families (i.e., from parent meetings, surveys and LCAP Forums) *Provide translation as needed for all events *Continue transportation to and from school and community leadership opportunities | \$234,515.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|--------------|--------------|
| | | <p>*Expand parent/community volunteer and leadership and educational (college and career readiness) opportunities</p> <p>Non-Personnel: Parent/Family meeting and workshop supplies</p> <p>Personnel: Parent and Family Liaison (1.36) and Supv III, SS and Fam Invlvt Svcs (0.34)</p> | | |
| 2 | Parent communication system and portal training | <p>The supervisor of Family Involvement Services and the parent/family liaisons will analyze, review, revise, and refine internal and external communication systems to ensure alignment of messaging and engagement of students, parents, and staff with the school. In addition:</p> <p>*Continue to refine and implement common communication protocols across sites including progress reports and report cards for report of progress in student achievement</p> <p>*Continue to enhance a system for calendaring and disseminating information across the organization and a system to ensure translation services are continually available</p> <p>*Develop and implement a plan to train and engage parents in the new parent portal system for the purpose of accessing attendance patterns, grades for coursework, assessment results and behavior/social emotional opportunities</p> <p>Non-Personnel: Transportation and Services for Parent/Stakeholder Involvement</p> <p>Personnel: Parent and Family Liaison (1.32) and Supv III, SS and Fam Invlvt Svcs (0.33)</p> | \$221,418.00 | Yes |
| 3 | Parent/Stakeholder engagement of special populations | <p>The Supervisor of Family Involvement Services and the parent/family liaisons will continue to promote parent/guardian participation in programs specifically for students with special needs and</p> | \$219,839.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|-------------|--------------|
| | | <p>parents/guardians of unduplicated students (Els, FY, low income). In addition:</p> <ul style="list-style-type: none"> *Provide supports for parents to gain knowledge and understanding of the instructional program and their role as leaders in the DPAC/DELAC, SSC/ELAC, and LCAP Forums, etc. *Work to increase the amount of English learner parent involvement. Ensure their participation in both school-based and leadership opportunities as well as gathering their input to improve actions for their students. *Continue to ensure a system for translation is established and updated for all activities *Continue to reach out and engage guardians of foster youth in meaningful ways that promote student success in educational pursuits *Ongoing monitoring and improvement in our overall parent/guardian involvement and engagement for students with disabilities in our SDCOE-run schools including JCCS <p>Non-Personnel: Translation services and other services for parent/stakeholder meetings</p> <p>Personnel: Parent and Family Liaison (1.32) and Supv III, SS abd Fam Invlvt Svcs (0.33)</p> | | |
| 4 | Student-led conferences and exhibitions, field trips | <p>All instructional staff along with the supervisor of Family Involvement Services and the parent/family liaisons will continue to foster and develop internal and external partnerships to support the needs of all students. In addition, they will:</p> <ul style="list-style-type: none"> *Expand opportunities both within the classroom and outside for exposure to new things and experiences for parents/partners and students *Host/execute exhibitions and performances allowing for learning to be made public and give purpose to those outside of the classroom to become a part of our students' success. | \$1,581.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|--|-------------|--------------|
| | | *Host Back-to School night, open house, and student-led conference events to welcome parents and engage in dialogue regarding needs and expectations from school personnel, students, and families *Ensure parent transportation is readily available to those who need it in order to take advantage of the opportunities being presented Non-Personnel: Services for parent/family travel for involvement Personnel: None | | |

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 |
|--------|---|
| 3 | SDCOE schools will continue to develop coherent and transparent systems for operational excellence to support each student's success by establishing internal systems and structures to support student self-monitoring/self-regulation, increase equity, and expand access to a rigorous and developmentally appropriate instructional program. Our commitment is to engage students and ensure they are able to attend regularly. This continual improvement is monitored by data analysis visualization tools to support the site, region, and division. Adhering to all safety guidelines, the division believes that our return to in-person instruction will improve our engagement, attendance, and course credit completions as well. |

An explanation of why the LEA has developed this goal.

"Through a school's organizational patterns...the staff can convey to both students and their parents that learning is important, that the business of the school is learning, and that the different elements of the school's organization are structured to support that learning." Monitoring significant student data will also allow our response to be systematized and equitable for all students. In addition, our attention to the continued improvement in data collection as well as data visualization and ultimately accessibility will allow for school leaders to focus on making improvements they deem necessary and in a timely manner. All personnel in our system will benefit from the continual feedback we receive from stakeholders about the kind of data that helps them to make decisions and monitor their students' progress.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|-------------------------|---|----------------|----------------|----------------|---|
| School attendance rates | 2020 - 21 Synergy All JCCS - 77% Community - 61% Court - 100% Monarch - 90% SPA - 100% | | | | 2023-24 All JCCS - 82% Community - 66% Court - 100% Monarch - 95% SPA - 100% |
| Chronic absenteeism | 2020 - 21 Synergy K-8 Community - 54.5% Court - 0% Monarch - 51.3% | | | | 2023-24 K-8 Community - 50% Court - 0% Monarch - 46% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|----------------|----------------|----------------|--|
| | SPA - n/a - high school program | | | | SPA - n/a - high school program |
| Suspension rates | 2020 - 21 Community 0% Court 0% Monarch 0% SPA 0% | | | | 2023-24 Community 0% Court 0% Monarch 0% SPA 0% |
| Local Safety Survey Results and California Healthy Kids Survey limited due to COVID 19 | Due to COVID not enough responses for 2020-21 2019-20 Students feel safe at school: combined strongly agree and agree Community 68% Court 60% Monarch 58% SPA 38% Student feels cared for and supported in school indicator: combined moderate and high Community 83% Court 76% Monarch 79% SPA 71% Students feel connected and a part of the school | | | | 2022--23 Students feel safe at school: combined strongly agree and agree Community 78% Court 70% Monarch 68% SPA 48% Student feels cared for and supported indicator: combined moderate and high Community 93% Court 86% Monarch 89% SPA 81% Students feel connected and a part of the school community indicator: combined moderate and high |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|--|----------------|----------------|----------------|--|
| | community indicator: combined moderate and high Community 83% Court 71% Monarch 82% SPA 66% | | | | Community 93% Court 81% Monarch 92% SPA 76% |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|----------------|--------------|
| 1 | New student information system and staffing to support | <p>With the assistance of the assessment and data team, data technicians as well as the instructional staff, we have adopted and we are developing protocols for the implementation of a new student information system (SIS) and data management system; we are still converting from Promis and Illuminate to Synergy. We will also:</p> <ul style="list-style-type: none"> *Ensure assessment and monitoring of all students' information to inform the development of a Multi--Tiered System of Support Personal Learning Plan, including both academic and behavioral/social and -emotional learning, to meet the needs of all students *Utilize student support specialists to provide a full range of services in order to promptly enroll, process, input, maintain, assess, and explain records and information to students, families, and other stakeholders *Utilize the assessment support technicians for CALPADS data as well as support for the collection and dissemination of other data (such as Engagement Logs) as needed to and from all systems as needed *Train teachers/staff with created videos and a resource library of instructions and videos for the new system - Synergy *Train parents/guardians to utilize the system in an effort to stay engaged and assist students in advocating for themselves and their success | \$1,397,657.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|----------------|--------------|
| | | <p>*Pilot the Forecast 5 data-visualization tool in an effort to become a data-driven system with information that allows all to be involved</p> <p>Non-Personnel: School Software - Illuminate, Student Data Software-PROMIS, Student Data Software-SYNERGY</p> <p>Personnel: Systems Technician II (1), Assessment Systems Technician (0.5), Program Data Technician (0.5), Supv I, JCCS Student Data and Achv (0.5), and Student Support Specialist (10)</p> | | |
| 2 | Administrative support and staffing to meet schoolwide needs | <p>Utilizing a plethora of predominately site-based personnel, our schools will support all students by ensuring their immediate needs are ascertained and that our programs are designed to be efficiently responsive to those needs. In addition, we will allow our staff to continue to personalize the educational experience by:</p> <p>*Utilizing our screening and interviewing tool to ensure students' needs are being ascertained and met with as little delay as possible</p> <p>*Targeted staff to support the Multi-Tiered System of Support structure: Positive behavioral interventions and supports (PBIS), social and emotional needs, and academic support on a schoolwide basis</p> <p>*Continuing to implement a coherent system for recording and monitoring student attendance to ensure increased student attendance and decrease chronic absenteeism</p> <p>*Providing bus passes for all students meeting attendance requirements to mitigate the issue of distance for all students, specifically foster youth, students with disabilities, and those impacted by homelessness</p> <p>*Utilizing registrars to ensure proper coursework via analysis of transcripts and universal screening and other assessment results to ensure proper placement in school programs for all youth with specific attention to those who are English learners, expelled, and in foster care.</p> | \$1,804,090.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|----------------|--------------|
| | | <p>*Maximize the use of administrative support, for each region, to support the administrator, staff/faculty and ensure dissemination of information, policies, and procedures to effectively assist and engage all students, families, and stakeholders Non-Personnel: Bus passes</p> <p>Personnel: Attendance Clerk (2), Program Data Technician (0.5), Supv I, JCCS Student Data&Achv (0.5), Campus Youth Advocate (5), Account Clerk II (1), Administrative Assistant II (1), Administrative Assistant III (1), Office Assistant I (1), Operations Distribution Worker (1), School Office Assistant (2), Registrar II (1), and Registrar I (1)</p> | | |
| 3 | Food services | <p>Utilizing the knowledge and planning of the Food Services director and Food Service clerks, students will continue to receive delivered breakfast, lunch, and boxes of meals to mitigate against the issue of food insecurities for students and families.</p> <p>Non-Personnel: Supplies, materials, and services for Food Services.</p> <p>Personnel: Food Service Field Assistant (6), Food Service Program Assistant (1), Supervisor I, Food Service Pgm (1)</p> | \$1,210,951.00 | Yes |
| 4 | Returning/reopening to in-person instruction | <p>Under the guidance of the Health Department and the recommendations from our state, all schools are anticipating a safe and organized reopening. SDCOE's Maintenance and Operations, Safety, and Well-being teams, and the school administration worked to develop plans to include the supplies and materials needed to ensure the safest and most appropriate environment for teaching and learning. In order for this to happen, we have to provide:</p> <p>*School site Reopening Plans *Personal Protective Equipment (PPE) *Safety inspections, adaptations, and custodial support *Symptom screening and temperature checks</p> | \$305,841.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|--|-------------|--------------|
| | | *Wifi Access - hot spots and in-home internets Non-Personnel: Computer refresh, student software, Chromebooks, PPE, Services for safety screening and Wifi/internet services - hot spots and Chromebooks Personnel: None | | |
| 5 | | | | |

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 |
|--------|--|
| 4 | SDCOE schools support the integration, alignment, and transition of students who are at-promise, English learners, expelled, incarcerated, in foster care, and impacted by homelessness to be prepared to succeed in college and career. We do this through a developed and successfully implemented positive and transformational school culture using a Multi-Tiered System of Support (MTSS). This structure allows for appropriate data collection, training, and implementation of protocols that work to ensure academic supports for students accessing a rigorous grade level curriculum. It also provides the opportunity and support for students and families to develop skills in academic and behavior supports, including but not limited to, positive behavioral intervention and supports (PBIS) and reading intervention for those who need them. Finally, we are continually refining our support for teachers and leaders in identifying and implementing high-quality integrated and designated English Language Development (ELD) in alignment with our English language arts, science, mathematics and now history curriculum. |

An explanation of why the LEA has developed this goal.

Our feedback from students, families and other stakeholders as well as research tells us that there is a need for students who have been traditionally underserved and at-promise to have access to professionals who can assist with transitioning through and to post-secondary options. In addition, our students need professionals who work to ensure the academic plans for these students are succinct and accurate and moving their trajectory forward. Our transition plan is recognized by the state as an exemplary model and in our SDCOE schools, this work is done by a team of professionals usually led by our school counselors. As the American School Counselor Association (ASCA, 2014) explains, counselors' work today falls into three domains: college and career development, academic development, and social and emotional development. Dr. Johnson of NCUST (2020) notes this regarding schools where all students are thriving, "...we found that a positive, transformational school culture was providing the foundation for excellent and equitable learning outcomes." Our LEA is seeking to create these types of outcomes at our schools, following not just the research but our feedback from stakeholders, students, and staff. Our attention to systems of support, communication one with another, and our work in evidence-based practices such as Restorative Practices, Trauma-Sensitive Schools, and positive behavioral interventions and supports are the pillars of our system that we will use to continually create these environments for all students to thrive. Monitoring significant student data will also allow our response to be systematized and equitable for all students. "Focusing on the overlap between MTSS and comprehensive school counseling programs leads to a data-driven, evidence-based focus on improving school climate, as well as student equity, access, and academic and behavioral success, meeting the needs of students across all three tiers" (Ziomek-Daigle, J., Goodman-Scott, E., Cavin & J., Donohue, P., 2018).

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|----------------|----------------|----------------|---|
| Middle school dropout rates | 2020-21 0% middle school dropouts | | | | 2023-24 0% middle school dropouts |
| High school dropout rates * JCCS dropout rate % reflects the number of students who have exited on or before Jan. 15 that have not yet re-enrolled in a CA School. | 2020 - 21 YTD thru 1.16.21 (Grades 7-12) CALPADS/Synergy *JCCS = 149 Students or 13% *Monarch = 3 Students or 2% *San Diego Community School = 74 Students or 24% *San Diego County Court = 72 Students or 18% *San Pasqual= 6 Students or 9% | | | | 2023-24 (Grades 7-12) All - 40% Monarch - 0% Community - 19% Court - 13% San Pasqual Academy - 4% |
| High school graduation rates currently based on Synergy and CALPADS *JCCS graduation rate % reflect number of students who have graduated on or before Jan. 16. | 2020-21 EOY thru 1.16.21 All JCCS =37% SD County Community School = 31%* SD County Court School = 62% * Students with Disabilities: SD County Community School = 31%* | | | | 2023-24 All JCCS Schools- 70% Monarch - 85% Community -70% County Court - 70% San Pasqual Academy - 85% Students with Disabilities - 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|----------------|----------------|----------------|---|
| | SD County Court School = 73%* Monarch and San Pasqual Academy only hold graduations in June | | | | |
| The number of expulsion incidents will continue to be 0% due to the nature of the SDCOE programs. We do not expel students, instead we refer students to other more appropriate school placement alternatives. | 0% | | | | 0% |
| Students concurrently enrolled in college courses will increase by 5% | 93 students are concurrently enrolled in college courses | | | | 2023-24 At least 98 students concurrently enrolled in college courses |
| SDCOE will coordinate with San Diego county districts, charters, and the Juvenile Court system to ensure there is process in place for the expeditious transfer of health/education records/passport and delivery of educational | 2020-21 100% of foster youth are immediately enrolled and placed in appropriate courses per state and local statute. There is a coordination process with 100% of districts | | | | 2023-24 100% of foster youth will be immediately enrolled and placed in appropriate courses per state and local statute. There is a coordination process with 100% of districts |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|----------------|----------------|----------------|---|
| services for foster youth. | | | | | |
| SDCOE has a plan to provide educational services for all expelled students. | <p>2020-21 There is a coordination process with 100% of districts</p> <p>13 eligible expelled students 92% graduated or successfully reinstated 9 students reinstated 3 students graduated 1 student did not complete reinstatement plan (2 students moved)</p> | | | | <p>2023-24 There is a coordination process with 100% of districts</p> <p>97% of students meeting rehabilitation plan</p> |
| Targeted professional development for classified support staff to support therapeutic learning environments | <p>2020-21 Staff professional learning opportunities</p> <p>MTSS/DELT -10 days of TEAM Meetings PBIS - 10 days of 9 Teams</p> | | | | <p>2023-24 Fully trained and equipped teachers and instructional staff in supporting a therapeutic environment for students</p> |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------|--|----------------|--------------|
| 1 | School counselors | The School Counselors are implementing a comprehensive school guidance program in alignment with American School Counselor Association (ASCA) standards/domains: | \$1,693,748.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--------------------------------|--|--------------|--------------|
| | | <p>*Provide direct guidance and counseling services relevant to sequential development of students as related to college and career development, academic development, and social and emotional development:</p> <p>*Construct individualized development programs with students, helping them visualize and establish their education and career goals.</p> <p>*Implement and revise a student Personalized Learning Plan (PLP) that will include Renaissance Learning data and Journeys (a web-based College/Career readiness assessment used to highlight student interest, goal attainment, and post-secondary education preparation).</p> <p>*Counsel students, parents/guardians, and stakeholders for the purpose of enhancing student success in school.</p> <p>*Review and refine master schedules to ensure opportunity and access to each and every student</p> <p>*Provide information to students, parents/guardians, and staff about graduation requirements and college and career preparation</p> <p>*Provide college preparatory guidance lessons, social skills guidance lessons, and conflict resolution groups</p> <p>*Assists students and staff with financial aid, restorative practices, MTSS, and PBIS</p> <p>*Provide individual student counseling, group counseling, and parent/guardian conferencing</p> <p>*Review academic records; create schedule and academic plan</p> <p>*Collaborate with Special Education via department meetings focused on improving graduation rates</p> <p>*Coordinate with teachers, resource specialists and/or community (e.g. courts, child protective services, etc.) for the purpose of providing requested information, gaining needed information and/or making recommendations.</p> <p>Non-Personnel: None</p> <p>Personnel: Counselor (11) and Substitute Counselors</p> | | |
| 2 | Student Transition Technicians | The student transition technicians, in partnership with counselors, school staff, students, and families, serve as a resource to help transition students from schools operated by SDCOE to their home | \$675,870.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|----------------|--------------|
| | | <p>school districts, college, and other postsecondary options. In addition they:</p> <ul style="list-style-type: none"> *Help students and families determine placement based on student's personal learning plan, transcript, referral, and history *Coordinate with teachers, resource specialists, and/or community (e.g. courts, child protective services, etc.) for the purpose of providing requested information, gaining needed information, and/or making recommendations *Provide technical assistance and act as a liaison between school districts and SDCOE school staff in areas related to student transition, assistance with employment, social and emotional learning opportunities, and career options *Promote SDCOE schools academic and program opportunities to districts and agencies *Organize and maintain information on the unique offerings of each SDCOE school, postsecondary opportunities, scholarships, and other related student transition information *Work with the student information system staff to develop, maintain, and update the database of student transition information *Provide access to referring agencies of student progress updates, while gathering information and preparing required reports *Utilize the role of a special education transition specialist to assist with students with exceptional needs receiving specialized services toward increasing graduation rates <p>Non-Personnel: None</p> <p>Personnel: Student Transition Technicians (5)</p> | | |
| 3 | Support for foster youth at San Pasqual Academy | <p>Certificated and classified staff members will support the school program at San Pasqual Academy:</p> <ul style="list-style-type: none"> *Monitoring for effective enrollment and placement in appropriate courses *Increasing opportunities to reteach and accelerate the learning of foster youth | \$1,129,278.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|--------------|--------------|
| | | <p>*Ensuring wrap-around services of academic, socio-emotional learning, and behavior support for each and every foster youth *Continuing to identify and support foster youth at all schools as they integrate and transition through our school programs.</p> <p>Non-Personnel: San Pasqual Academy Program Cost - Books/Materials & Supplies/Equipment, Federal Categorical Program, Other State & Local Funds Capital Outlay & IC, Professional Services/Consultants, Student Transportation / Field Trips & Other.</p> <p>Personnel: San Pasqual Academy Classroom Assistant-Alt Ed (1), English Language Dev Assistant (1), Base Teachers (4), Supplemental Teacher (1) and Sub Teachers</p> | | |
| 4 | English learner support and development | <p>Teachers utilize personnel and instructional materials to monitor, refine, and adjust support for teachers and leaders while identifying and implementing high-quality integrated and designated ELD in alignment with the site professional learning plan, and the ELA/ELD Framework and curriculum adoption. This work is most effectively accomplished through the work of ELA/ELD curriculum and ELD assistants.</p> <p>*ELD assistants to support the students and staff members in the program. *Incorporate courses and processes to increase the number of students attaining the *State Seal of Biliteracy *AP testing and materials (Spanish)</p> <p>**See Goal 1, Action 6 for additional information on support for the English learner program</p> <p>Non-Personnel: Materials and services for ELD services</p> <p>Personnel: English Language Development Assistant (14)</p> | \$927,686.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|----------------|--------------|
| 5 | Career Technical Education (CTE) pathways and coordination | <p>CTE teachers and work readiness assistants work toward coordinated efforts to increase and integrate CTE for all students. More specifically, they:</p> <ul style="list-style-type: none"> *Increase connection with industry partners to support the expansion of CTE pathways and course offerings *Continue to increase integrated CTE pathways and course offerings to provide equitable access for all JCCS students *Continue to support instructors, personnel, and expanding curriculum with resources and material relevant to our population in accordance with industry expectations <p>Non-Personnel: CTE program NON Personnel cost - Supplies and Services</p> <p>Personnel: CTE Teacher (1), CTE Teacher (0.5), Teacher, Work Readiness Assistant I (3), Work Readiness Assistant II (1), and Program Clerk (1)</p> | \$1,578,683.00 | Yes |
| 6 | Creating a therapeutic environment for all students | <p>All certificated and classified classroom personnel are committed to creating a positive school culture through a transformational and therapeutic environment that is supportive of the most effective and efficient ways to serve children. In addition, they ensure continued and ongoing professional learning to continually develop and refine our systems designed to meet the needs of all student and faculty/staff in both academic and behavior support.</p> <ul style="list-style-type: none"> *These include our consultants and guest teachers that help us to support the system in implementing the Trauma-Sensitive Lens and Restorative Practices approach to meeting our students needs *Social and Emotional Learning (SEL) and ongoing support for staff and students <p>Professional learning offerings</p> <ul style="list-style-type: none"> *MTSS/DELT: 10 days *PBIS: 10 days plus five days of External Review *SEL Community of Practice - 6 days *Differentiated Assistance: none yet due to COVID-19 | \$1,630,187.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|--------------|--------------|
| | | <p>*Expanding the learning around PBIS to ensure that it is properly implemented with fidelity</p> <p>*Strengthening the enrollment process to support access to student/family voice in appropriate schooling opportunities</p> <p>*Utilizing assistants (classroom and IS) in the classrooms/programs to provide small group and other monitoring and support as needed for student success</p> <p>*Targeted staff to support the Multi-Tiered System of Support: Positive behavioral intervention and supports (PBIS), social and emotional support, and academic support</p> <p>Non-Personnel: Contracts (MTSS and PBIS)</p> <p>Personnel: Classroom assistants</p> | | |
| 7 | Visual and performing arts, expanded learning and athletics | <p>Our robust visual and performing arts (VAPA) is coordinated and implemented via a collaboration between our VAPA coordinator and our students requests (for all see Goal 1 Action 3). In addition, we provide:</p> <p>The opportunity to expand and learn in an extended school day and offer a variety of athletic opportunities</p> <p>*After-school learning program and sports program (ASSETS/ASES)</p> <p>*Athletic supplies and services</p> <p>*During school athletics through physical education program (where possible)</p> <p>*Visual and performing arts integration (where possible)</p> <p>Non-Personnel: Expanded Learning- ASES and ASSETS program cost, High School Athletics Program Supplies and Services, and VAPA Program cost Textbooks/Supplies and Services/Operating.</p> <p>Personnel: Visual & Perf Arts Technician (1)</p> | \$767,847.00 | 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.

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 |
| 4.44% | \$5,614,105 |

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.

Targeted Actions:

Goal 1, Action 6 Increased or Improved Services for English learners and Goal 4, Action 4 are targeted to meet the needs of students who are English learners

- * Ensure a high-quality academic program for English learners by continuing to refine a program that includes:

- * A revised English Learner Plan heavily modeled after the ELD Roadmap and Toolkit

- * Stakeholder voice in program design and decisions

- * Designated ELD to build language skills and integrated ELD to support acquisition of content knowledge

- * Appropriately assess incoming EL's to determine placement and LTELS

- * Monitor R-FEPs for continued academic success

- * Professional learning to understand and differentiate instruction based on the specific needs of newcomer ELs and students who could become LTELs

- * Professional learning on strategies for students who are English learners addressing their language and academic needs

- * More training for assistants in the EL Toolkit and Roadmap EL, and strategies to improve the ELD program

- * Teacher assessments of students in class to inform instructional decisions

- * Rosetta Stone computer program to support newcomers in their acquisition of English

- * Designated English learner software implementation - Learning Tree

Goal 4 Action 4 English learner Support and Development - Teachers utilize personnel and instructional materials to monitor, refine, and adjust support for teachers and leaders while identifying and implementing high-quality integrated and designated ELD in alignment with the site professional learning plan and the ELA/ELD Framework and curriculum adoption. This work is most effectively accomplished through the work of ELA/ELD curriculum and ELD assistants.

- * ELD assistants to support the students and staff persons in the program.

- *Incorporate courses and processes to increase the number of students attaining the *California State Seal of Biliteracy
- *AP testing and materials (Spanish)

Increased or Improved Services for Foster Youth

Goal 4, Action 3 are targeted to meet the needs of foster youth

Increased or Improved Services for foster youth - ensuring a high-quality program that allows for the immediate enrollment and placement in appropriate courses per state and local statute. In addition, a program that supports social and emotional development, personal development, and academic development to prepare for college and career and supportive transitioning through JCCS and to other post-secondary options.

- *Monitoring for effective enrollment and placement in appropriate courses
- *Increasing opportunities to reteach and accelerate the learning of foster youth
- *Ensuring wrap-around services of academic, socio-emotional learning, and behavior support for each and every foster youth
- *Continuing to identify and support foster youth at all schools as they integrate and transition through our school programs.

Increased or Improved Services for Parents/Guardians/Partners of English learners, Foster Youth and Low Income Youth

Goal 2, Action 3 is targeted to service the of parents/guardians/stakeholders of youth who are English learners, foster youth, and youth who are considered low-income (SED)

The Parent/Stakeholder Engagement of Special Populations - Promote parent/guardian participation in programs for students with exceptional needs and parents/guardians of unduplicated students. The engagement and involvement is known to enhance the productivity and the achievement of students by encouraging mutual feedback and support for the educational program.

- *Provide supports for parents to gain knowledge and understanding of the instructional program and their role as leaders in the DPAC/DELAC, SSC/ELAC, and LCAP Forums, etc.
- *Work to increase the amount of English learner parent involvement. Ensure their participation in both school based and leadership opportunities as well as gathering their input to improve actions for their students.
- *Continue to ensure a system for translation is established and updated for all activities
- *Continue to reach out and engage guardians of foster youth in meaningful ways that promote student success in educational pursuits
- *Ongoing monitoring and improvement in our overall parent/guardian involvement and engagement for students with disabilities in our SDCOE-run schools including JCCS

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

The San Diego County Office of Education (SDCOE) Juvenile Court and Community Schools is an alternative education program designed to meet the needs of the most at-risk youth enrolled in our county. SDCOE has an enrollment of unduplicated pupils in excess of 93% of the total enrollment. The students who are English learners, foster youth, and socioeconomically disadvantaged are more likely to have had interrupted educations, been highly impacted by traumatic experiences, and in need of additional support to access grade-level instruction as evidenced by our local and state assessments as well as our stakeholder feedback.

All services provided LEA-wide, are principally directed toward, and effective in, meeting SDCOE's goals for its unduplicated pupils in the state priorities. These services are grounded in research that support such actions for our most at-risk youth. Furthermore, actions and services provided for our unduplicated youth are carefully designed and targeted to meet their differentiated needs based on our Multi-Tiered System of Support (MTSS) structure and services.

Districtwide actions are principally directed toward and designed to meet the differentiated needs of unduplicated students.

Per our needs assessment and stakeholder feedback, in addition to our dashboard results, we've observed a need for an abundance of attention directed at improving our ELA and mathematics performances. While all of our students are in need of great assistance, we noticed that our foster youth and our English learners (ELA 117.8 and math 181.5 points below standard) had a significant need for improvement. In addition, in mathematics, our students who are low income had the most significant need (178.3 points from standard) for improvement. In order to address this condition for low-income students and English learners, we have increased our support for professional learning, curriculum development, and materials to target efforts at improving our outcomes for English learners (Goal 1, Action 3 and 6 and Goal 4, Action 4). These actions are being provided on an LEA-wide basis in an effort to improve the achievement of all students, however the targeted services are seeking to provide more opportunities for teachers to continue to revise and implement the new ELA and math curriculum and also to learn strategies to target the students with the most need, our unduplicated student groups, in an effort to increase their rates more significantly and expeditiously.

Our research tells us and our stakeholders have shared with us the need for foster youth to have targeted and directed actions to meet their needs for academic and social and emotional success; in addition, research shows that the greatest exposure to traumatic events can decrease our youth's ability to get the academic information and support necessary to reach their grade level standards and the personal development necessary for future success. Our data tell us that our foster youth are in need of not only academic assistance, but greater assistance in the areas of behavioral and academic interventions and support. As seen above, their performance in ELA is near the lowest in our population and their math performance is the lowest (ELA 113.7 and math 185 points below standard) in our system. In addition, their suspension rates are greater than all of the others in the district (26.6%). Finally, their need to feel connected and belong to an environment is often hindered and is shown in their School Safety Survey (53% felt safe at school). This information leads us to direct targeted support to our foster youth both in dedicated instructional staff and support, in wrap-around services such as mental, social and emotional supportive services, and ensuring there is a plan for transition for each student as they progress through our system. (Goal 4, Action 3). These actions are also provided on an LEA-wide basis, in order to meet the needs of all of our students, 89% of them who are low income. However, because of the significantly lowered achievement and because the actions meet needs most associated with successful foster youth, we expect their needs will be met to a greater degree because of these targeted actions.

"The definition of parent engagement is parents [guardians] and teachers sharing a responsibility to help their children learn and meet educational goals" (Furlong, 1991). Our unduplicated students have the highest rates of chronic absenteeism, suspension, and the lowest performance on our English language arts and mathematics local and state assessments. As an LEA we have seen the positive impact that parents/guardians/social workers have on our students' performance in school, success in college-going behaviors, and their attendance. Our work with our stakeholders and their involvement in leadership opportunities at the school and district level helps to expand their thoughts about the significance of school. This occurs when we educate all stakeholders about the importance of their engagement in the school process and we invite them to give their feedback and their support to our schools (Goal 2, Action 3). These engaging opportunities also help students and families to meet their obligations, and our expectations, showing great promise in attendance and performance.

These services are provided on an LEA-wide basis and we anticipate this level of engagement will assist all of our parents/guardians and stakeholders. However, because of the change in attitudes and empowerment that occur with leadership and opportunities for expansion of thought and ideas, we expect our work with the parents/guardians/social workers of our unduplicated students to produce greater results, hence, the targeted efforts.

Instructions

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[Stakeholder Engagement](#)

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[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.

Total Expenditures Table

| LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|-----------------|-------------------|--------------|----------------|-----------------|
| \$15,377,667.00 | \$744,874.00 | \$811,507.00 | \$4,416,968.00 | \$21,351,016.00 |

| Totals: | Total Personnel | Total Non-personnel |
|---------|-----------------|---------------------|
| Totals: | \$17,142,059.00 | \$4,208,957.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|--|----------------|-------------------|-------------|---------------|----------------|
| 1 | 1 | English Learners Foster Youth Low Income | Supplementing the basic instructional program | \$4,778,686.00 | \$219,797.00 | \$62,622.00 | \$860,748.00 | \$5,921,853.00 |
| 1 | 2 | English Learners Foster Youth Low Income | Large group professional learning and DCCs | \$176,760.00 | | | \$20,000.00 | \$196,760.00 |
| 1 | 3 | English Learners Foster Youth Low Income | Diverse learning models for student access and success | \$251,426.00 | | | \$40,000.00 | \$291,426.00 |
| 1 | 4 | English Learners Foster Youth Low Income | Instructional coaches for subject-matter expertise and capacity building | \$306,658.00 | \$17,237.00 | | \$640,739.00 | \$964,634.00 |
| 1 | 5 | English Learners Foster Youth Low Income | Data collection and analysis with support personnel | \$83,436.00 | | | | \$83,436.00 |
| 1 | 6 | English Learners | Increased and improved services for English learners | \$51,190.00 | | | \$42,526.00 | \$93,716.00 |
| 2 | 1 | English Learners Foster Youth Low Income | Parent engagement, involvement, and leadership | \$80,484.00 | \$6,174.00 | | \$147,857.00 | \$234,515.00 |
| 2 | 2 | English Learners Foster Youth Low Income | Parent communication system and portal training | \$78,336.00 | \$5,992.00 | | \$137,090.00 | \$221,418.00 |

| 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 | Parent/Stakeholder engagement of special populations | \$78,081.00 | \$5,992.00 | | \$135,766.00 | \$219,839.00 |
| 2 | 4 | English Learners Foster Youth Low Income | Student-led conferences and exhibitions, field trips | \$256.00 | | | \$1,325.00 | \$1,581.00 |
| 3 | 1 | English Learners Foster Youth Low Income | New student information system and staffing to support | \$356,171.00 | \$6,145.00 | | \$1,035,341.00 | \$1,397,657.00 |
| 3 | 2 | English Learners Foster Youth Low Income | Administrative support and staffing to meet schoolwide needs | \$1,672,304.00 | \$6,145.00 | | \$125,641.00 | \$1,804,090.00 |
| 3 | 3 | English Learners Foster Youth Low Income | Food services | \$855,951.00 | | | \$355,000.00 | \$1,210,951.00 |
| 3 | 4 | English Learners Foster Youth Low Income | Returning/reopening to in-person instruction | \$50,000.00 | \$255,841.00 | | | \$305,841.00 |
| 4 | 1 | English Learners Foster Youth Low Income | School counselors | \$1,260,012.00 | | \$120,519.00 | \$313,217.00 | \$1,693,748.00 |
| 4 | 2 | English Learners Foster Youth Low Income | Student Transition Technicians | \$675,870.00 | | | | \$675,870.00 |
| 4 | 3 | Foster Youth | Support for foster youth at San Pasqual Academy | \$1,094,257.00 | | | \$35,021.00 | \$1,129,278.00 |
| 4 | 4 | English Learners | English learner support and development | \$924,686.00 | | | \$3,000.00 | \$927,686.00 |
| 4 | 5 | English Learners Foster Youth Low Income | Career Technical Education (CTE) pathways and coordination | \$865,977.00 | \$84,340.00 | \$628,366.00 | | \$1,578,683.00 |
| 4 | 6 | English Learners Foster Youth Low Income | Creating a therapeutic environment for all students | \$1,604,052.00 | | | \$26,135.00 | \$1,630,187.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|--|--------------|-------------------|-------------|---------------|--------------|
| 4 | 7 | English Learners Foster Youth Low Income | Visual and performing arts, expanded learning and athletics | \$133,074.00 | \$137,211.00 | | \$497,562.00 | \$767,847.00 |

Contributing Expenditures Tables

| Totals by Type | Total LCFF Funds | Total Funds |
|--------------------------|------------------|-----------------|
| Total: | \$15,377,667.00 | \$21,351,016.00 |
| LEA-wide Total: | \$14,283,410.00 | \$20,221,738.00 |
| Limited Total: | \$2,070,133.00 | \$2,150,680.00 |
| Schoolwide Total: | \$1,094,257.00 | \$1,129,278.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|--|--|--|-------------|----------------|----------------|
| 1 | 1 | Supplementing the basic instructional program | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$4,778,686.00 | \$5,921,853.00 |
| 1 | 2 | Large group professional learning and DCCs | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$176,760.00 | \$196,760.00 |
| 1 | 3 | Diverse learning models for student access and success | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$251,426.00 | \$291,426.00 |
| 1 | 4 | Instructional coaches for subject-matter expertise and capacity building | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$306,658.00 | \$964,634.00 |
| 1 | 5 | Data collection and analysis with support personnel | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$83,436.00 | \$83,436.00 |
| 1 | 6 | Increased and improved services for English learners | LEA-wide Limited to Unduplicated Student Group(s) | English Learners | All Schools | \$51,190.00 | \$93,716.00 |
| 2 | 1 | Parent engagement, involvement, and leadership | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$80,484.00 | \$234,515.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|--|---|--|---------------------------------------|----------------|----------------|
| 2 | 2 | Parent communication system and portal training | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$78,336.00 | \$221,418.00 |
| 2 | 3 | Parent/Stakeholder engagement of special populations | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$78,081.00 | \$219,839.00 |
| 2 | 4 | Student-led conferences and exhibitions, field trips | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$256.00 | \$1,581.00 |
| 3 | 1 | New student information system and staffing to support | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$356,171.00 | \$1,397,657.00 |
| 3 | 2 | Administrative support and staffing to meet schoolwide needs | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,672,304.00 | \$1,804,090.00 |
| 3 | 3 | Food services | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$855,951.00 | \$1,210,951.00 |
| 3 | 4 | Returning/reopening to in-person instruction | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$50,000.00 | \$305,841.00 |
| 4 | 1 | School counselors | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,260,012.00 | \$1,693,748.00 |
| 4 | 2 | Student Transition Technicians | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$675,870.00 | \$675,870.00 |
| 4 | 3 | Support for foster youth at San Pasqual Academy | Schoolwide Limited to Unduplicated Student Group(s) | Foster Youth | Specific Schools: San Pasqual Academy | \$1,094,257.00 | \$1,129,278.00 |
| 4 | 4 | English learner support and development | LEA-wide Limited to Unduplicated Student Group(s) | English Learners | All Schools | \$924,686.00 | \$927,686.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|---|----------|--|-------------|----------------|----------------|
| 4 | 5 | Career Technical Education (CTE) pathways and coordination | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$865,977.00 | \$1,578,683.00 |
| 4 | 6 | Creating a therapeutic environment for all students | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,604,052.00 | \$1,630,187.00 |
| 4 | 7 | Visual and performing arts, expanded learning and athletics | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$133,074.00 | \$767,847.00 |

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: | | |