



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Chaffey Joint Union High School District

CDS Code: 36676520000000

School Year: 2023-24

LEA contact information:

Mathew Holton, Ed. D.

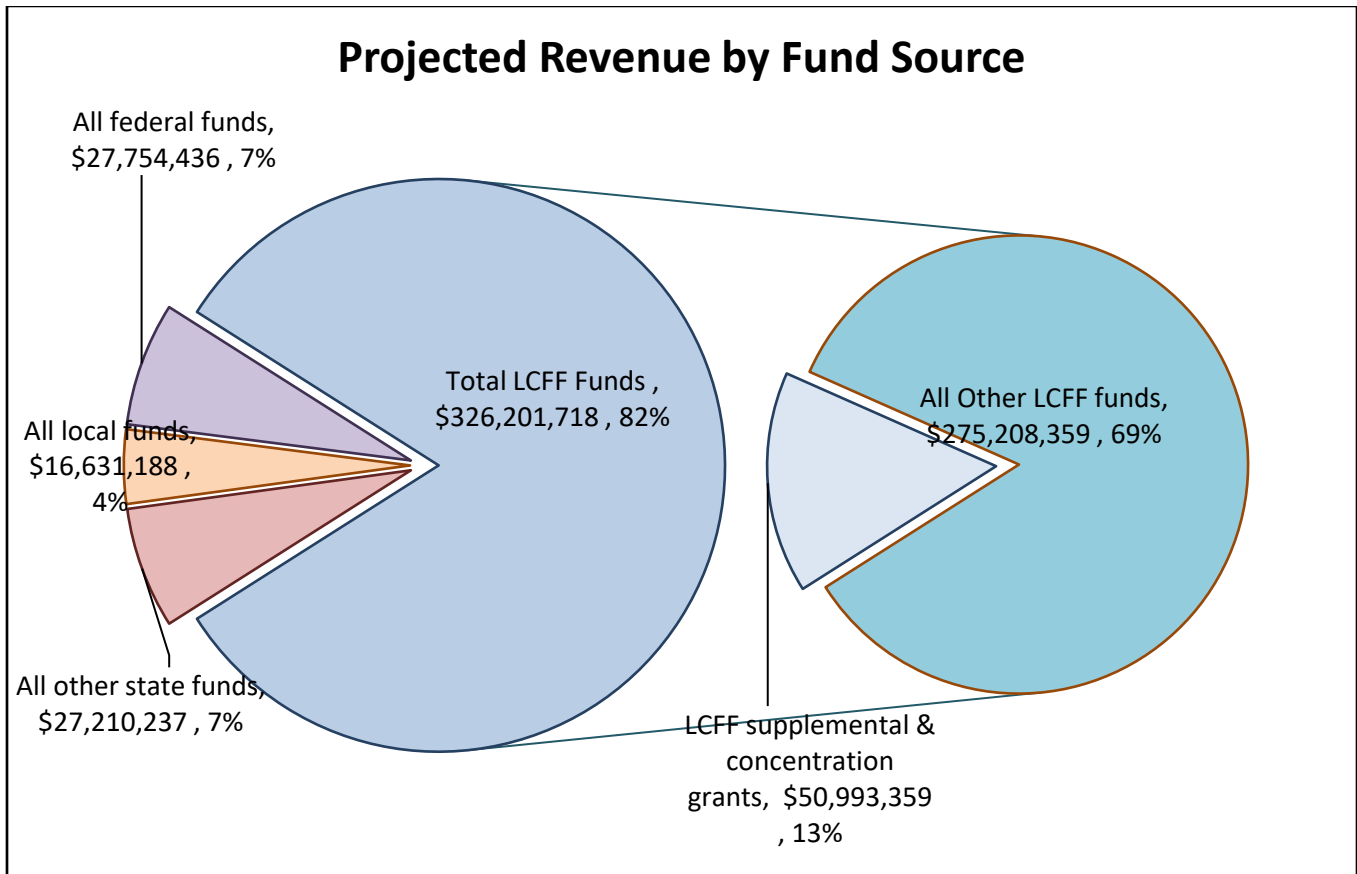
Superintendent

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(909) 988-8511

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

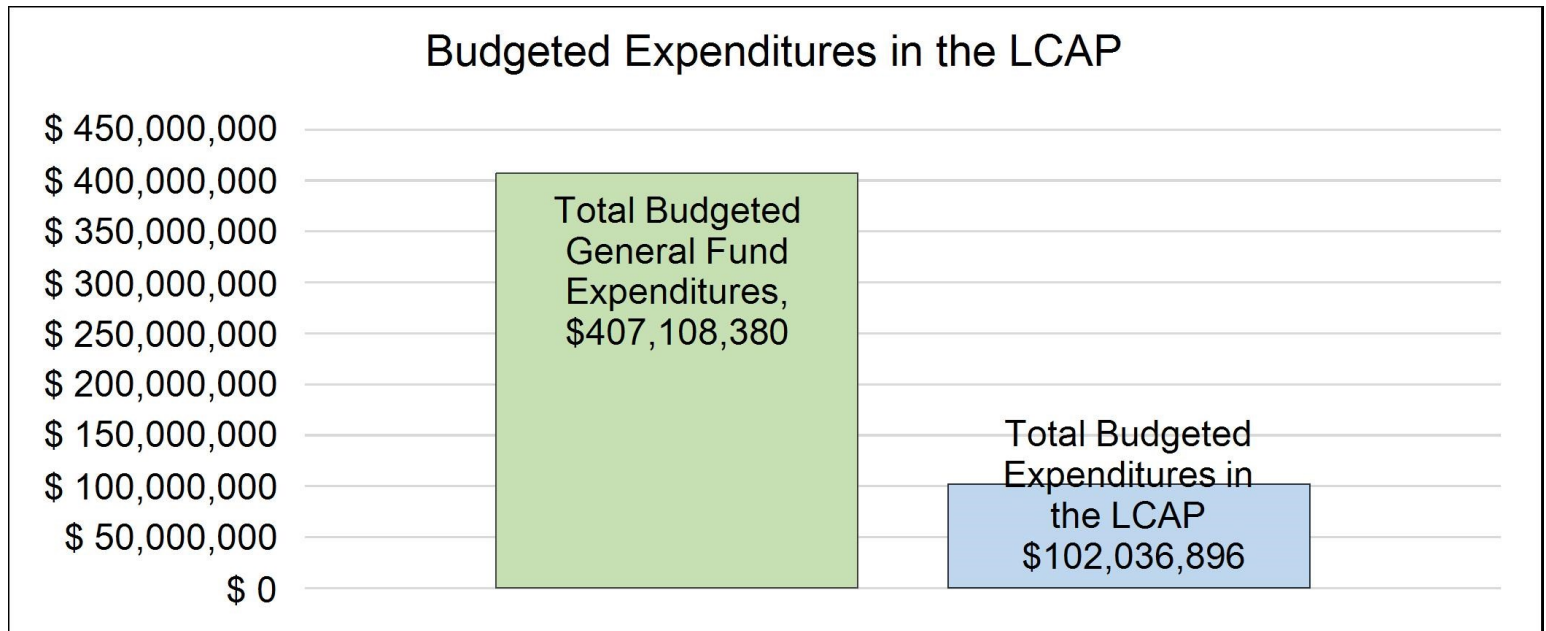


This chart shows the total general purpose revenue Chaffey Joint Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Chaffey Joint Union High School District is \$397,797,579, of which \$326,201,718 is Local Control Funding Formula (LCFF), \$27,210,237 is other state funds, \$16,631,188 is local funds, and \$27,754,436 is federal funds. Of the \$326,201,718 in LCFF Funds, \$50,993,359 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Chaffey Joint Union High School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Chaffey Joint Union High School District plans to spend \$407,108,380 for the 2023-24 school year. Of that amount, \$102,036,896 is tied to actions/services in the LCAP and \$305,071,484 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

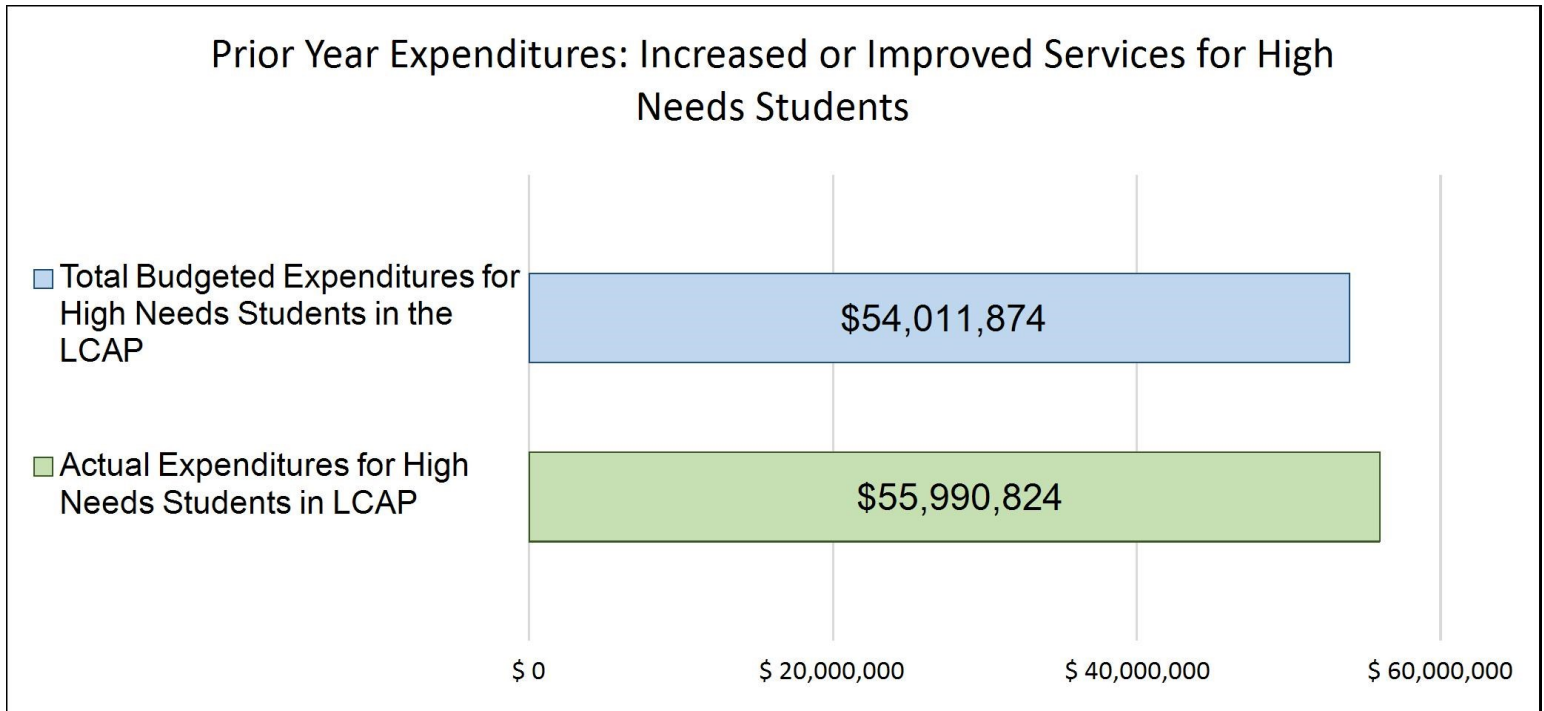
While a significant number of LCAP actions and services include people, a majority of salary and benefits expenses (totaling over \$335 million) are not specifically identified in the LCAP. Also, other areas such as books and supplies, services, capital outlay, and other outgo are only partially included depending on the goal.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Chaffey Joint Union High School District is projecting it will receive \$50,993,359 based on the enrollment of foster youth, English learner, and low-income students. Chaffey Joint Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Chaffey Joint Union High School District plans to spend \$66,838,146 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Chaffey Joint Union High School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Chaffey Joint Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Chaffey Joint Union High School District's LCAP budgeted \$54,011,874 for planned actions to increase or improve services for high needs students. Chaffey Joint Union High School District actually spent \$55,990,824 for actions to increase or improve services for high needs students in 2022-23.



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Local Control and 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
Chaffey Joint Union High School District	Mathew Holton, Ed. D. Superintendent	mathew.holton@cjuhsd.net (909) 988-8511

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

As one of the largest and most successful high school districts in California, the Chaffey Joint Union High School District (CJUHS) serves the diverse cities of Ontario, Montclair, and Rancho Cucamonga, as well as parts of Upland, Pomona, Fontana, and Mt. Baldy. The District serves approximately 23,000 students who attend eight comprehensive high schools, an adult school, and an alternative education center, which houses a continuation, online, and community day high school. The District's work is driven to fulfill its vision: All Chaffey Joint Union High School District students will graduate ready for college and careers.

To maximize opportunities for students and staff, the District has established five strategic goals in its Local Control and Accountability Plan:

1. All CJUHS students will demonstrate college and career readiness.
2. CJUHS will provide comprehensive professional learning opportunities that prioritize cultural proficiency, self-reflection, and innovative research-based instructional practices, utilizing technology and resources to achieve equitable outcomes among all student groups.
3. CJUHS will provide a safe and caring learning environment that promotes and fosters student engagement, social-emotional well-being, diversity, equity, and inclusion.
4. CJUHS will maintain effective communication, provide family and community engagement opportunities, and strengthen relationships with all educational partners.
5. CJUHS will provide fiscal solvency and transparency for all educational partners.

The Chaffey District encompasses 170 square miles and includes the following high schools: Alta Loma High School, Chaffey High School, Colony High School, Etiwanda High School, Los Osos High School, Montclair High School, Ontario High School, Rancho Cucamonga High School, the Alternative Education Center, and the Chaffey Adult School. The comprehensive high schools serve student populations between 2,200 and 3,600 students. The District works closely with seven K-8 districts to ensure that all students experience a smooth and successful transition from eighth grade to high school.

Stable and visionary leadership from the Superintendent and Board of Trustees guides the District in the pursuit of the District's vision and its five LCAP goals. Success for all students always remains at the forefront of the District's mission.

The demographics of the student body, representing the 13 student groups on the California School Dashboard, reflect a diverse community of 23,145 students (as of 2022-2023 Census Day):

- 65.28% Hispanic/Latino
- 13.84% White
- 7.33% African American
- 7.13% Asian
- 2.23% Filipino
- 2.51% Two or More Races
- .41% American Indian/Alaskan Native
- .43% Hawaiian/Pacific Islander
- 13.9% Special Education
- 3.3% Homeless

The District ensures that its goals, actions, and services specifically provide for the needs of its unduplicated pupils (UPP). Of the District's overall population, 65.8% of students qualify under the Unduplicated Pupil Population, distributed across the following categories:

- 63.2% Socioeconomically Disadvantaged/Low Income (SED/LI)
- 8.7% English Learners (EL)
- .5% Foster Youth (FY)

Additionally, the District closely monitors the success and support of its Students with Disabilities (SWD), students representing 13.9% of its population.

The District's commitment to fulfilling the Eight State Priorities is reported annually on the California School Dashboard. While the District closely and strategically monitors the data published by the California Dashboard, the Chaffey District additionally prioritizes and analyzes several metrics of student performance, including freshmen success (students completing their 9th grade year having completed 45 or more credits), student on-track data (students on-track to graduate according to credits successfully completed by grade level), A-G completion, and access to Advanced Placement classes and exams.

The District continues to engage all educational partners in a discussion about what the Dashboard means to its schools and the impact COVID-19 has had on the published data. District and site administrators, teachers, and counselors continue to provide orientations to parents, students, community, and staff to increase familiarity with the Dashboard and other essential locally-collected achievement measures. The District's goals continue to evolve with the Dashboard to ensure that students are provided with equitable access to quality

educational programs and support.

Furthermore, the District works to partner with local colleges, universities, and municipalities to forge relationships that benefit students, families, schools, and the community. For example, the District has secured memorandums of understanding (MOUs) that provide graduates who meet established entrance requirements, such as A-G completion and GPA minimums, with guaranteed admission to California State University, San Bernardino; California State University, Bakersfield; California Polytechnic University, Pomona; University of La Verne; University of Redlands; Azusa Pacific University; Grand Canyon University; California Baptist University; Biola University; and the District's newest addition, Fresno Pacific University, which has been designated as a Top 10 Hispanic Serving Institution by the Chronicle of Higher Education. Additionally, the District partners with community colleges in the area, including Chaffey College, Mt. San Antonio College, and Norco College, on a variety of initiatives, including dual enrollment, that benefit students' access to and success in post-secondary learning. The District also works in cooperation with the cities of Ontario and Montclair on their initiatives, the Ontario Promise and Montclair to College, respectively, to provide free tuition for students to attend local community colleges after graduation. These efforts work to ensure that students not only have access to resource support while attending college but that they understand the value they and their post-secondary learning have to the community.

To further support this effort, the District provides college and career readiness opportunities that include career interest assessments and programs, access to Baldy View Regional Occupational Programs (BVRP), college and career fairs and other events, work experience programs, and a curriculum that develops employability, life, and learning skills. In all, these programs provide students with Technology Skills, Career Exploration, Employability Skills, Life and Learning Skills (TCELL), and the foundation needed for post-secondary pursuits. The District has a commitment to build, maintain, and strengthen the delivery of high-quality Career Technical Education (CTE) programs in 15 industry sectors and 36 pathways, including priority and auxiliary industry sectors as defined by the Inland Empire/Desert Regional Consortium's Strong Workforce Program Regional Plan, by providing Full-Time Educators (FTEs), supporting the Joint Powers Authority (JPA), and a Baldy View Regional Occupation Program (BVRP) at each high school. The District is one of four districts that form the BVRP, a joint powers authority (JPA) with Claremont Unified, Chino Unified, and Upland Unified. BVRP provides students the opportunity to take additional courses aligned with career pathways on school sites as well as several CTE programs offered exclusively through the JPA. Students have the opportunity to take several industry-specific CTE courses on each high school campus. The District supports and works with CTE teachers and site administrators to ensure that all courses are developed to meet California's CTE Model Curriculum Standards and related components.

As mentioned earlier, the California Dashboard continues to be impacted by the COVID-19 pandemic in what can be accurately published in alignment with pre-COVID expectations. The Dashboard was able to provide more data in the 2022-2023 school year than in the prior two years, but the District continues to rely upon internal data collection systems, such as Dataquest, local survey responses, and student achievement data. Throughout the LCAP, the District will refer to both the Dashboard and locally-sourced items for analysis. The District is keenly interested in understanding any disparities or inequitable outcomes for students that are present in the data and analyzing the extent to which actions and services are having positive impacts on intended student outcomes.

Post COVID, the District added actions and supports that have proved to significantly impact students' experiences in its public schools. The District has dramatically expanded its efforts to provide students, families, and staff with services, programs, and training that support mental

health, social-emotional learning, and equity. Students will continue to be provided with school-issued Chromebooks, hotspots (as needed), and instructional materials, such as textbooks. The District has implemented a telephone and online helpline to support technological issues students might experience. The District has revamped the Independent Study Program to assist students working remotely. The District also continues to provide essential resources, such as food and school supplies, for students and their homes through community outreach partners. The Chaffey District provides additional ongoing meal support specifically for its FY and SED/LI students through community food distributions at the District Office.

To address the increasing needs of students in the area of social-emotional well-being, the District committed to implementing a social-emotional curriculum and social emotional learning (SEL) teams at each school to more broadly infuse SEL into the daily curriculum. Teachers foster community within each of their classrooms to ensure students feel connected to the school and one another to foster their emotional and academic well-being. To support teachers in the complex expectations they are asked to meet in order to more effectively support students, the District continues to provide workshops and professional coaching and mentorship through the Instructional Coaching Team and Induction Mentors. Professional learning focuses on using technology strategically, addressing students' social and emotional needs, diversification of curriculum, and in intervention and engagement strategies for the improvement of student learning.

In the 2023-2024 LCAP, the District will continue to prioritize equity and inclusion. Data from the California School Dashboard and locally collected data during the 2022-2023 school year revealed equity gaps that the District is committed to decreasing. The District's Executive Director of Equity and Inclusion provides insight and consultation into areas where achievement and opportunity gaps exist and what strategies the District can employ to close those gaps. The District's Governing Board of Trustees adoption of Resolution No. 2020-28 – Affirming the District's Commitment to Racial Equity and Anti-Racist Policies and Procedures continues to function as a guiding document to address disparities throughout a variety of measures. The District equity goals are directly tied to and embedded with the LCAP goals in response to feedback from all educational partners, including staff and students.

The Chaffey District appreciates the opportunity to annually assess its successes and areas for growth by partnering with all educational partners. As a result, students and communities continue to be the driving voice of the District's LCAP and the resulting supports targeted for student achievement. The District invites educational partners to read our LCAP and always appreciates feedback and insight from our parents, students, staff, and community.

Reflections: Successes

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

Analysis of the California (CA) School Dashboard, District data, and feedback provided by educational partners reveals several successes that the District is proud of. The District has prioritized its commitment to achieving equity and inclusion for students, especially for unduplicated pupils. Data collected locally in 2022-23 indicate that actions the District has implemented is reflected in increased outcomes and performance by students in a number of academic and achievement metrics.

One such indicator of success is the District's ongoing commitment to providing mental health supports and the implementation of Social-Emotional Learning (SEL) curriculum to create trust and foster community in classrooms. Many teachers utilize the District-adopted SEL curriculum on a daily basis with students to assist them with relationship building and to serve as anchor adults to students. Additionally, schools convened cross-curricular teams of 9th grade teachers to survey students and understand what greater academic and emotional needs they have for integration into high school. These collaborations have resulted in targeted interventions for struggling learners, and as a result of these efforts, the District's freshmen success rate, a local metric used to monitor freshmen achievement, saw an increase of over 6% from the 2020-2021 school year to the 2021-2022 school year – early indicators report a continued increase in the 2022-2023 school year. Establishing positive connections with students from the beginning of their freshman year remains a key area of focus for the District.

The District utilizes data from the CA Dashboard and internal data collection systems. The data collected is outlined below.

- Graduation rate: The District's 2022 graduation rate increased to 91.6%. Additionally, there was substantial increases across student groups. The graduation rate increased for ELs by 1.8%, SED/LI by 5.4%, SWD by 8.8%, FY by 14.8% and Homeless students by 7.7%. The graduation rate for the class of 2023 is not released at this time. Actions 1.1 AVID Support, 1.2 Access to a Broad Course of Study, 1.3 Support & Interventions, 1.4 English and Math Interventions, Programs, and Materials, 1.8 Newcomer EL Services, 1.9 Comprehensive EL Support, 1.10 Peer Mentors, 1.12 Instructional Devices, Support, and Infrastructure - all focused on improving services for student achievement, Actions 2.6 PD: Mentorship Program, 2.10 Standards-Based Grading, focused on intentional professional learning, Actions 3.4 Foster Youth and SED/LI Student Outreach Support, 3.5 Site Administrative Support, focused on mentorship and outreach, and Actions 4.2 Director of Community Relations, 4.3 Community Workshops, and 4.6 Family and Community Engagement, focused on increasing parent engagement, all were effective in contributing to student performance on this metric. The District intends to maintain and increase these services in the 2023-2024 LCAP.
- California Assessment of Student Performance and Progress (CAASPP): While student achievement on the CAASPP demonstrated improvement in math and ELA for 2021, the numbers were inflated as a result of an increased number of students who declined to participate. In 2022, 66.51% of District students Met or Exceeded Standards on the 2022 ELA portion. CAASPP student data for 2023 has not been released yet. Actions 1.5 Library staff and support, 1.9 Comprehensive EL Support, 1.11 Curricular and Instructional Software Platforms, 1.15 Support for SWD, and 1.17 Enrichment Classes and Activities, all centered on increasing services for student achievement, supported strong outcomes on this metric, and the District intends to maintain and increase these services in the 2023-2024 LCAP.
- The District continued to prioritize and provide access to AP courses and exams for all students, Action 1.2 Access to a Broad Course of Study. District students continued to achieve well on AP exams as demonstrated by a 2022 pass rate of 73%, a 24% increase from 2021. AP exams were administered through June 2023; 2023 data will not become available until July due to the delay in the testing window. The District intends to maintain this action.
- Inclusion for SWD: In 2022-2023, 62% of all special education students were enrolled in general education classes 80% of their day, a 2% increase from the prior year and an overall increase of 8.5% since 2018. This data demonstrates the District's ability to foster

inclusive environments to support SWD, as supported by Actions 1.15 Support for Students with Disabilities, 2.5 Instructional Coach, Ed Specialist, and Professional Learning Focused on Supporting Students with Diverse Learning Needs, and 3.7, ongoing special programs and counseling services.

- **Mental Health:** Although improving upon the mental health services provided for students has been one of the District's top priorities over the past few years, the pandemic and all of the related struggles that society has faced have strengthened the District's commitment to supporting the mental health needs of students and staff. In 2022-23, the District's Mental Health Committee and Community Mental Health Task Force continued to identify students' needs and programs to support all students. Some of the outcomes of this work included the hiring of additional school psychologists, the expansion of peer counseling programs across the District, and additional parent education classes specifically related to supporting students' mental health. The District increased its partnerships with local health agencies to expand mental health services to students and to offer in-person and online services to increase access to these services for students. In addition to the expansion of mental health services, the District increased social-emotional learning training opportunities for staff, and established lines of support for students to reach site counselors and outreach teams to address challenges and receive support with engagement and mental health. The District has also developed partnerships with many community agencies to provide services for students. A strong team of counselors, psychologists, and therapists will continue to reach out to students and families as needed. These mental health professionals will continue to collaborate with one another to share best practices and provide guidance for staff, students, and families. The expansion of peer counseling programs has provided students with thoughtful and additional layers of peer support to address students' individual as well as group needs. The District has implemented a mental health CTE pathway at Chaffey High Schools to develop students' own capacity to provide services, with hopes of expanding to other campuses once the model has proven to be successful. Finally, the District has wellness centers on every campus that are staffed by outreach consultants who provide ongoing support for students who are in crisis. These efforts were funded through a number of actions within the 2022-2023 LCAP, Actions 1.14 Outreach, 3.1 Executive Director of Equity and Inclusion, 3.3 Health and Safety, 3.6 Mental Health Services for Students, 3.8 Foster Youth Mentorship Services, 3.10 Teacher Caseloads, and 3.12 Behavior Intervention Specialists. The District will continue to prioritize students' mental health and increase services to facilitate student well-being as an important indicator of student performance.
- **Professional learning for teachers:** To meet the ever-evolving needs of teachers as they strive to support student learning and achievement, the District hosted a week-long professional learning series on the following topics: Instructional technology supports, including Canvas and its many functions and CommonLit; SEL curriculum and instructional practices; Universal Design for Learning and embedded supports for SWD; English Learner supports, including ongoing training for reading intervention programs; career technical training for teachers to expand their outreach with industry professionals to connect them with students; and instructional practices for diversifying curriculum and representation across all content areas. The District continued to prioritize content collaboration teams across the District throughout the year and invested substantial resources into providing thoughtful professional learning opportunities to address teachers' professional and own mental wellness needs. Professional learning is targeted in the actions outlined in Goal 2. The District will maintain Goal 2 and expand actions to include trauma-informed training for staff.
- **The District's commitment to equity and inclusion:** The District's Governing Board of Trustees' adoption of Resolution No. 2020-28 – Affirming the District's Commitment to Racial Equity and Anti-Racist Policies and Procedures affirms the District's commitment to

racial equality. The Executive Director of Equity and Inclusion oversees its efforts in this area; from this role, several actions and services support all students. The District established a District-wide equity committee, the CJUHSD Committee on Accountability, Responsiveness and Equitable Solutions (CARES) and established equity committees on every site. Additionally, the District continued its implementation of a Diversification Task Force, which has been responsible for guiding and supporting sites on strategic and intentional diversification of the curriculum students study and the literature they analyze in their English courses. Research shows that when students are able to see themselves represented in the literature they study, they are more engaged and have a stronger sense of identity and pride in their respective communities. Significant funding was dedicated to the purchase of additional texts for students to access. These are reflected in Actions 3.1 Executive Director of Equity and Inclusion, 1.6 Instructional Materials and 2.8 Equity/Anti-Bias/Anti-Racism and Curricular Diversification Professional Learning, which the District intends to maintain. Finally, the District began an ambitious initiative to train students across campuses, in partnership with the Anti-Defamation League, to establish each campus as a “No Place for Hate” campus to support students’ own training in peer mediation and support aligned to equity work. This training provided students with the skills to facilitate respectful and safe conversations with their peers regarding race and understanding bias to promote a culture of inclusivity among all District campuses, which the District intends to build upon in the new Action 3.13.

- Instructional Technology: In 2022-2023, with the increased reliance on technology, the District was committed to providing support to students and their families/guardians in the area of instructional technology throughout the school year. The District continued to provide training programs to the parent/guardian community in the area of instructional technology, social-emotional health, drug awareness, and fostering community with schools. The District purchased GradeGuardian, a grade monitoring tool that allows teachers and student teams to connect with one another as they collectively monitor student progress or struggles. Educational partners reported having difficulty in accessing multiple sites to obtain information regarding grades and student performance, as well as accessing virtual instructional programs, so the District purchased ParentSquare, a communication platform that has increased reliable and safe communication between the District, school sites, and educational partners. The District and school sites hosted multiple training sessions for students, staff, and parents in the area of instructional technology. These services were reflected in Actions 1.12 Instructional Devices, Support, and Infrastructure, 2.7 Instructional Technology for Staff, 4.1 Aeries SIS, and 4.6 Communication Tool -- the District intends to maintain these services for 2023-24.
- Student Voice: The District prides itself on assessing the effectiveness of student support and strives to meet the needs of all students, especially those student groups that make up the unduplicated pupil percentage. One commitment has been to implement systematic collection of data through student surveys. The District uses an annual Diversification of Curriculum survey to assess the extent to which the curriculum diversification initiative is having a positive impact on students’ connection to their classrooms and the curriculum they study. The District continues to analyze the data collected through the annual LCAP survey, paying particular attention to the needs and priorities of the EL, FY, SED/LI, and SWD students and their families/guardians. Finally, schools have conducted their own surveys of students to address culture, climate, and school connectedness. This data is shared across campuses and used to drive the instructional areas of focus, social and emotional learning support, and mental health programs in place.

The District is proud of its ability to achieve continuous improvement in the following data metrics since the COVID pandemic: graduation

rate, rate of inclusion for SWD, A-G rate increases for ELs and SWD, the expansion of mental health services, the enhancement of professional learning opportunities, and the ongoing focus on equity as it relates to staff and student connectedness. The District continues to work collectively with all educational partners to sustain and improve student achievement and to shape its goals, actions, and services around the ever-changing needs of students, the CA Dashboard, and the Eight State Priorities.

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.

In the District's 2023-2024 LCAP, there will be an increased emphasis on addressing inequitable outcomes for student groups. The CA School Dashboard reveals equity disparities that the District is committed to addressing and improving. The Executive Director of Equity and Inclusion provides insight and direction for areas where achievement and opportunity gaps exist and the strategies the District can employ to close those gaps. The COVID-19 pandemic has had varying long-term impacts on student wellness, learning, and access to essential resources. In response, the District is committed to enhancing supports and services to mitigate learning loss, promote student wellness, and improve student achievement, principally directed to support ELs, SED/LI, SWD, and FY students.

Specifically, the District and the California Dashboard have identified these areas of need:

- **Freshmen Success:** Over the course of a number of years, the District's ongoing efforts to support freshmen have resulted in a substantial decrease in the number of freshmen who finish their first year of high school behind on credits needed to graduate. The District embraces the research that demonstrates the significance of the first year of high school and thus provides students with robust supports and programs to provide a successful transition to high school. As a result, the percent of freshmen who earned 45 credits or fewer at the end of the 2020 school year declined to 7.7%. Over 92.3% of freshmen advanced to their sophomore year in a position to graduate on time with no or minimal remediation in 2020. Since 2020, District students have struggled and in 2021, only 74.3% of freshmen finished the school year with 45 credits or fewer. The District established the most comprehensive summer school programs in its history by offering a robust program in 2021 and 2022. In 2022, 87.7% of all freshmen finished their 9th grade year with more than 45 credits, which kept them on track to graduate on time, a 13.4% increase from 2021, but still below percentages in 2019 and 2020. 2023 data looks promising. The District will offer another comprehensive summer school session to help students get back on track for graduation.
- **Graduation Rate:** District-wide, students graduated in 2022 at the High Status of 91.6%, an increase of 2.2% since 2021. However, on the California School Dashboard, three student groups were identified as two or more levels below: ELs graduated at a Low rate of 71.8%; SWD graduated at a Low rate of 79.8%; and FY students graduated at a Low rate of 70.9%. FY students, however, did see a 14.8% increase since 2021, indicating that measures from prior years are working to improve graduation rates for the District's FY students. The District will continue to prioritize a comprehensive summer school program, remediation courses, and targeted instructional supports to improve outcomes for the three student groups identified as a need, Actions Actions 1.1 AVID, 1.2 Access to a Broad Course of Study, 1.3 Support and Interventions, 1.4 English and Math Interventions, Programs, Materials, 1.8

Newcomer EL Services, 1.9 Comprehensive EL Support, 1.10 Peer Mentors, 1.12 Instructional Devices, Support, and Infrastructure - all focused on improving services for student achievement .

- A-G Completion: Since 2010, access to A-G courses and programs that support completion resulted in a 45.4% increase overall for the District heading into 2019-2020. The District has prioritized A-G completion for the past 12 years to support its college and career readiness vision. However, in 2022, as a result of students still adversely impacted by the pandemic, the District experienced a decline in the percentage of students graduating having met their A-G requirements. In 21-22, 64.7% of students graduated meeting A-G, a decline of 7.3% from 2020. There are highlights within this data: ELs increased 19.6% from 2020 to 2022; SWD increased nearly 10% from 2020; and FY increased by 13.2%. However, nearly all other student groups saw an overall decline since 2020. Additionally, with the use of the 2.5/3.0 GPA metric identified by the CSU/UC system, the District anticipates another decline in the overall numbers. The District will prioritize funding toward remediation courses and summer school programs to address disparities in the A-G completion rate for all students but particularly for those groups which declined at the highest rates, Actions 1.3 Support and Interventions, 1.7 College Readiness Programs and Events, 1.11 Curricular and Instructional Software Platforms, 1.13 Career Technical Education Programs (CTE), 1.16 Colleges and Universities Visits, and add actions 1.19 Career and Trade Fair Events, and 1.20 Increase college going and access.
- Suspension Rate: The CA Dashboard data for the 2021-2022 school year revealed that although the Suspension Rate was a Medium for all student groups, there were significant disparities for students within the thirteen student groups monitored on the Dashboard. Student groups falling in the Lowest Performance Category include FY at 22.1%, Homeless Youth at 9.4%, SWD at 9.9%, African American at 10.8%, and American Indian at 10.2%. The 2023-2024 LCAP will reflect targeted interventions to support addressing these disparities. Additionally, the District is working with the County through Differentiated Assistance to develop strategies that would meaningfully shift these outcomes. Actions targeted toward these services include Actions 3.1 Executive Director of Equity and Inclusion, 3.8 Foster Youth Mentorship Services, 3.11 Services to Promote Social-emotional Well-being, and the added action of 2.14 Trauma-Informed Practices for the 2023-2024 LCAP.
- CAASPP ELA and Math: An identified need for the District was student performance on the CAASPP in ELA. While the District's overall performance was High at 39.7 DFS, five student groups performed at two or more levels below all students: ELs had a status of Very Low at -82.1 DFS; FY had a status of Very Low at -93.8 DFS; Homeless Youth had a status of Low at -1.8 DFS; SWD had a status of Very Low at -85.6 DFS; and American Indian students at a Low rate at -9.9 DFS. The District will increase targeted instructional supports to support students' capacity to Meet or Exceed Standards on the CAASPP in ELA, including supports in language acquisition, targeted literacy practice and intervention courses. This metric will be improved through Actions 1.4 English and Math Interventions, Programs, Materials, 1.6 Instructional Materials, 1.11 Curricular and Instructional Software Platforms, 1.15 Support for SWD, which target student achievement, and Actions 2.1 Instructional Coaches, 2.2 ELD Coach, PD, Read 180, AE, ELD Achievement Team Collaboration, and 2.3 Induction Mentors, which target professional learning for staff.
- Additionally, while the CAASPP in math was not an Identified Area of Need, the District believes that student demonstration of readiness on the CAASPP in math is also a pivotal metric for demonstrating College and Career Readiness as demonstrated on the CA School Dashboard. The District's status was Low for all students on the CA Dashboard, with an overall rate of -64.6 at -85.6

DFS. Within this metric, the following student groups were at the Very Low status: FY at -167.3 DFS, ELs at -151.5 DFS, and SWD at -181.5 DFS. The District will increase targeted instructional supports to increase students' capacity to Meet or Exceed Standards on the CAASPP in Math through piloted instructional materials and professional learning. This metric will be improved through Actions 1.4 English and Math Interventions, Programs, Materials, 1.6 Instructional Materials, 1.11 Curricular and Instructional Software Platforms, and 1.15 Support for SWD, which target student achievement, and Actions 2.1 Instructional Coaches, 2.2 ELD Coach, PD, Read 180, AE, ELD Achievement Team Collaboration, and 2.3 Induction Mentors, which target professional learning through instructional coaching for staff.

- **Mental Health Support:** While it is difficult to quantify a goal related to the mental health and social-emotional needs of students, the District examines survey data and considers the feedback from parents in a variety of settings to establish direction. The District has invested substantially in programs and services to support student mental health. Nevertheless, in 2023, as reflected in the District's annual LCAP survey, survey results indicate that the need for access to mental health services for students and their friends remains a top priority. Educational partners reported this same area. With this feedback in mind, the District will continue to enhance mental health and SEL services, programs, and professional learning for staff and educational partners. These efforts were funded through a number of actions within the 2022-2023 LCAP, Actions 1.14 Outreach, 3.1 Executive Director of Equity and Inclusion, 3.3 Health and Safety, 3.6 Mental Health Services for Students, 3.8 Foster Youth Mentorship Services, 3.10 Teacher Caseloads, and 3.12 Behavior Intervention Specialists. The District will continue to prioritize students' mental health and increase services to facilitate student well-being as an important indicator of student performance, as reflected in the added Actions 2.14 Trauma-Informed Practices and additional funding in 3.6 Mental Health Services for Students.
- **Creating Learning Environments that are Safe and Inclusive:** Student learning undoubtedly continues to be impacted as a result of the COVID-19 pandemic. The District will continue to support students and staff to recover from this experience, especially FY, ELs, and SED/LI students. The District will provide extensive professional learning opportunities for staff, expand mental health services for students, and establish local benchmarks to measure student learning. Additionally, the District has expanded personnel to meet the needs of each site to respond to student supports as needed, including an additional assistant principal on each site and additional campus officers. The District continues to provide crisis prevention intervention training and behavioral intervention training to campus offices, paraprofessionals, and other staff as requested. The District now exceeds the 1:1 ratio for students and Chromebooks and will continue to ensure that student electronic devices can be used efficiently in the classroom with sufficient WiFi capability and as effective learning tools. These actions are primarily reflected in Goal 3, providing a safe and caring learning environment that promotes and fosters student engagement, social-emotional well-being, diversity, equity, and inclusion and Action 1.12 Instructional Devices, Support, and Infrastructure; the District will maintain services in the coming year.

In summary, the District understands the need for a comprehensive, multi-faceted plan to promote equity and inclusion for all students. The District is committed to ensuring all students have access to learning resources, to building capacity among staff to support academic achievement and mental health responsiveness, to increasing mental health services for students, and to ensuring students' diverse learning needs are met. Additionally, the District will prioritize the needs of ELs and SWD by increasing inclusion and improving instruction in all settings, as well as increasing the staff available who are intended to provide targeted instructional intensive interventions. The District will continue to provide professional learning for general education teachers, education specialists, and paraprofessionals in collaborative

approaches to instruction that support all students. The District will continue to bolster support for ELs by providing professional learning to teachers and administrators under the guidance of the District's English Learner Instructional Coach, student mentorship, tutoring, and other support services. Through these intensive efforts, the District will demonstrate its commitment to enhancing programs and approaches that support student equity, increase academic achievement as reflected on the California Dashboard areas and with local data collection, and promote social-emotional well-being.

LCAP Highlights

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

The 2023-2024 LCAP has an unwavering focus on equity and inclusion for the continuous improvement of achievement for all students. This focus includes providing ongoing professional learning for the District's staff to support students and staff, evaluating and improving school culture and climate to assess equity and inclusion indicators, and offering meaningful opportunities for family and community engagement. The school closures and distance learning in 2020 and 2021 affected the District's ability to collect and report much of the data presented in previous LCAPs and has made it challenging to look at longitudinal data. Even so, current data indicates that although students continue to struggle to meet academic indicators, and the District has more work to do to decrease disparities among student groups, actions taken, particularly since the pandemic, are increasing positive outcomes for students.

Additionally, the LCAP outlines the District's commitment to demonstrating continuous improvement on the state and local indicators as outlined in the LCAP. While California Dashboard data has not fully resumed all metrics by which schools and districts are measured, the District continues to rely upon internal data collection systems, such as local survey responses, and student achievement data, in addition to available state data via Dataquest. Additionally, state indicators -- graduation rate, EL progress, commitment to equity and inclusion, prioritizing student safety, and accessibility to instructional materials and resources -- are referenced throughout the LCAP. The actions and services within this plan reference programs, interventions, personnel, and initiatives that enable the District to improve student achievement, increase equitable support for all students, and make decisions reflecting the needs of the community and students. Further, the LCAP presents the District's efforts to meet all requirements of the local indicators, which include basic school services, implementation of academic standards, parent engagement, school climate, and a broad course of study.

The District remains committed to decreasing systemic inequities and increasing inclusion to achieve positive outcomes for all students. Specific actions include ensuring students have access to the instructional materials and essential resources they need to be successful. The District continues to provide Chromebooks to all students who would like or need one and to provide WiFi hotspots to any students who need one. The District also recognizes that the communities of the students served still have need for basic necessities that allow students to succeed. The District will continue to partner with local agencies to distribute meals to families at the District Office building, readily accessible to the community, as well as provide essential hygiene and school-related resources to students and their families. To address equity, home visits and student outreach protocols will be employed to ensure FY, SED/LI students, SWDs, and ELs had access to essential instructional and academic resources. The District continues its commitment in these areas during the 2023-2024 school year so that students will have access to healthy meals at school and instructional technology at home and at school.

The LCAP highlights growth on important metrics and illustrates the connection between student achievement and the District's commitment to the continuity of programs and strategies, as well as to the resources and expenditures that support the District's vision of preparing all students for college and career readiness.

Additionally, the LCAP will speak to ways in which Federal funding supplements actions funded by California.

The LCAP also outlines the proven and effective actions and services that have contributed to demonstrable growth in student achievement. The 2023-2024 LCAP maintains those actions and services that continue to have a positive impact on student achievement and those that support the District's vision and goals. Additionally, the LCAP reflects several actions and services that will supplement the steps the District has taken to support students and staff in response to the additional academic interventions and supports students have needed in response to the pandemic.

Sustainable actions and services include the following:

- support for AVID and other instructional programs at all comprehensive high schools
- support staff at the District and school levels to ensure that students and families have access to college and career guidance and information, aligned to the District's college and career readiness vision
- commitment to professional learning initiatives that support improved instruction, increase student achievement, diversification of curriculum, and equity
- access to quality instructional materials and technology for all students
- access to support and interventions for all students, particularly supports and programs that target improved outcomes for FY, ELs, and SED/LI students and SWDs
- commitment to communication and relationship development strategies to ensure educational partners are provided with consistent and updated information about student progress and parent training opportunities
- expanded and extensive supports to address students' mental health needs

Finally, the LCAP is written with the Eight State Priorities in mind, and all are addressed and referenced in the plan. The District strives to continuously improve progress on each Dashboard indicator, achieve equity and inclusion for all students, and to continue to work with educational partners in partnership to achieve these goals and enhance understanding of and access to the Dashboard. In short, the District remains steadfast in its efforts to increase student achievement and provide advantages for all students, especially FY, ELs, and SED/LI students and SWDs.

The District will continue to work on collaborations with educational partners to achieve these goals and provide equity and access for all students while remaining fiscally responsible and prudent.

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.

Valley View High School has been identified for Comprehensive Support and Improvement. Valley View is a continuation high school located at 1801 East Sixth Street in the city of Ontario. It serves the needs of approximately 450 students. Valley View is part of the District's Alternative Education Center.

Support for Identified Schools

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

Valley View High School (VVHS) conducted a needs assessment to address the low graduation rate and to identify additional areas of need to improve students' access to services and resources. The following areas have been identified:

Graduation Rate - Dataquest reported a 4-year cohort graduation rate of 40.7% for 2017-2018. For 2021-2022, the grad rate increased to 64.5%. Student groups indicate a grad rate of 63% for Hispanic or Latino students, 62.5% for white students, 46.2% for ELs, 57.1% for SWD, and 63.5% for SED.

Suspension Rate - For 2021-2022 school year, VVHS's suspension rate was ranked High on the Dashboard at 9.8% of all students being suspended at least once.

Credit Check Data - From 2018-2019 students earned an average of 7.5 credits in Credit Check #1, 3.09 in 2020-2021, and 9.4 in 2021-2022. While credit earning significantly dropped during distance learning, it improved dramatically with the return to in-person instruction.

Educational partner groups comprised of school administration, department chairs, along with other teacher leaders, student representatives, and parent advisory groups examined student performance data to identify areas of focus and achievement gaps. Specifically, the educational partner groups identified the need for alternative testing and the use of formative assessment measures to demonstrate student performance in English and math. Due to the fluidity of student enrollment at the continuation high school, an approach to looking at growth over time is warranted. In 2023-2024, orientation and graduation programs will be adjusted to ensure all students complete a pre- and post-assessment.

Specifically, because of the transiency of the continuation school population, the team felt the need to include local assessment and data measures so that they could make real-time adjustments to student services. Additionally, it was determined necessary to address the basic needs of students (nutrition, safety, health) before learning can take place. As a result, a survey was conducted to determine the professional development needs of the staff to support students, not only in academics but with social-emotional health and well-being. The survey reflected student achievement data and asked staff to determine which areas of professional development they felt would better equip them

to support student learning and achievement. Staff responses were tabulated and grouped into different areas of focus and discussed in staff meetings and site leadership collaborations.

As a result of the analysis of the data collected during the survey and through continued discussions, the staff supports increased student achievement through continued professional learning in the following areas:

- (1) student wellness through trauma-informed and social-emotional learning practices and classroom/office environments (including mental health, resilience, and substance abuse prevention);
- (2) preparing students for college and careers by building communication skills, personal accountability, financial awareness, and content knowledge (including TCELLs);
- (3) maintaining productive classroom environments with increased time on task;
- (4) decrease student discipline referrals through effective conflict resolution and other means of correction;
- (5) effective collaboration and peer-to-peer support among staff (including personal wellness);
- (6) continued professional development and curriculum development to create content-focused interventions for struggling students in all subject areas.

As a result of this assessment, the educational partners group worked collaboratively to research and identify possible evidence-based practices and interventions that would be effective at Valley View High School. The committee worked with site and District leaders to identify promising best practices in place locally and also included research within the California Department of Education CSI webpage, Find Evidence-Based PK-12 Programs, <https://www.evidenceforessa.org/>, What Works Clearing House, <https://ies.ed.gov/ncee/wwc/>, and ESSA Implementation Resources, <https://www.evidenceforessa.org/>. The following evidence-based studies were used to develop the Comprehensive Support and Improvement Plan: Prevention Dropout in Secondary Schools (What Works Clearinghouse, 2017) and Dropout Prevention (What Works Clearinghouse, 2008)

The committee identified the following evidence-based practices to implement at Valley View High School:

- (1) Trauma-Informed Schools Training and Program Implementation - The entire school faculty and staff participated in the training for 2022-23 and these trainings will continue in 2023-24. Classroom teachers and support staff completed a full-day training, while office staff and other classified school personnel such as custodians, grounds, and food service workers completed a half-day training. The entire school continues to explore trauma-informed practices during staff collaboration meetings and pull-out days for professional development. Additionally, the school leadership team is committed to providing continued professional learning opportunities for staff in this area. Many scientific studies have demonstrated that people who have experienced traumatic Adverse Childhood Experiences (ACEs) are more likely to experience social, emotional, and academic difficulties as well as have a greater probability of developing mental and physical illness as adults. School staff trained in trauma-informed practices are able to help staff implement strategies that can mitigate these effects, resulting in increased learning, student safety, and emotional well-being. Staff will continue to work collaboratively to strategize and plan to implement trauma-informed and social-emotional learning strategies across all aspects of campus, from classrooms to security officers to food service workers to ensure that all students are supported by staff trained in these powerful strategies. In addition, trained staff will provide collaborative professional development with their colleagues to facilitate the learning of the entire faculty. All staff on the campus have now

received basic training in trauma-informed practices resulting in staff behaviors that are coordinated, complementary, and student-centered. The additional training and professional learning will result in a comprehensive school plan that provides for more in-depth and fully developed strategic and intentional implementation of these research-based strategies to benefit student learning and well-being.

(2) Social-Emotional Learning (SEL) Curriculum Training and Implementation - A small team of staff members, including administrators and teachers, trained in SEL comprise a site-based SEL team. A goal has been established to train the entire staff of teachers. Additionally, school leadership purchased SEL curriculum to infuse SEL lessons into the Viking Academy, along with the Senior Transition class and elective wheel classes in order to immerse students in the essential life skills needed to be a productive and positive school and community citizens. Additionally, staff attended the Southern Region Wellness Conference in the summer of 2022 where SEL education is included is a focus.

(3) Pre- and Post-Testing Literacy and Math Skills - In order to gather valid and reliable data on student performance, Valley View High School (VVHS) will begin assessing students upon transfer to VVHS and at graduation. The school's goal is to see an improvement in skill level in both literacy and mathematics.

(4) Curriculum Development - A result of this needs assessment also resulted in shifts in instructional practices. Prior to Distance Learning, VVHS relied heavily on APEX, an online curriculum that supported students' credit attainment and skill development toward graduation. Distance Learning prompted an analysis of the effectiveness of online-only instruction for students who needed targeted interventions and support. Daily class activities were developed, to be used alongside APEX modules, and SEL and TCELL-infused lessons, increasing overall student progress. These practices supported student achievement in the prior year, and VVHS has identified this as an effective practice that would continue by providing ongoing collaboration and professional development to develop new lessons and content for direct instruction.

(5) Student Advocates - VVHS will hire part-time Outreach Consultants (Dropout Prevention) to serve as advocates who help struggling students by providing individualized support to meet their academic, personal, and emotional needs. The OCs will be a student's "go-to person" for the resources and support needed. The OC would report to the Response to Intervention (RtI) committee student findings and updates on student progress and needs. Students will be referred to OC as a result of attendance, behavior, and coursework concerns.

(6) College and Career Field Trips - Exposure to a variety of local college and career opportunities is essential to student growth. Students have been and will continue to be provided with opportunities to visit local colleges such as Chaffey College, Citrus College, Norco College, Riverside Community College, and Mt. San Antonio College. Students will also be given the opportunity to explore career technical programs such as the InTech Center and Baldy View ROP's Career Training Center. Additionally, students will be provided with opportunities to extend learning beyond the classroom with day field trips exploring science, music, social studies, etc. Such field trips may include visits to the Ontario Museum, the San Andreas Fault, Candlelight Pavilion, school board meetings, and city hall.

(7) Summer School Offering - The importance of mental health and wellness extends beyond the school year. VVHS will offer courses that facilitate student wellness in addition to the traditional academic classes needed to remediate credit.

(8) Home Visits - VVHS plans to compile an outreach team comprised of an outreach consultant, teacher, and a mental health professional

who will conduct afternoon and early evening home visits to students who are academically struggling to address barriers within the home or community which are keeping students from achieving academically. This team will include at least one member who is bilingual, and they will identify at-risk students, visit their homes, and provide comfort, encouragement, and access to services to the students and parents.

Based upon disparities in student group performance levels on the Dashboard, the educational partner groups identified the above cited strategies. However, the educational partner group did not see any inequities in resource allocation. In fact, VVHS works diligently to provide equity to all students. Due to the nature of the continuation high school environment and the vast challenges that all of the students confront in their lives, the school has focused on the mental health and well-being of all students to provide them with the skills and opportunities necessary to overcome the challenges in their lives.

Monitoring and Evaluating Effectiveness

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

The Western Association of Schools and Colleges (WASC) process provided the school site with ample discussion and meeting time to create a plan to investigate assessments that will provide valid and reliable data to demonstrate the student growth in academics along with the effectiveness of the CSI plan. Using pre-and post-assessments beyond CAASPP results is essential in collecting data for a continuation high school where enrollment is fluid. Additionally, Valley View High School (VVHS) will look at student referral, Response to Intervention (RtI), and suspension and expulsion rates to determine the effectiveness of Trauma-Informed and Social-Emotional Learning (SEL) curriculum practices.

VVHS will use Houghton Mifflin Harcourt's Reading and Math Inventory to assess student progress in literacy and mathematics. Upon entrance into VVHS, students will take both assessments in Viking Academy to establish a baseline score of proficiency. Prior to graduation or returning to their home school, students will then take a post-test to determine growth.

Additionally, credit check data will be used to measure the improvement and achievement of students who regularly meet with the Outreach Consultant, participated in co-curricular activities, or have participated in one or more field trips. Credit check data will also indicate the effectiveness of the daily class activities and SEL and TCELL lessons to increase student progress. VVHS students are encouraged to earn a minimum of 12 credits per credit check (22-23 days) in order to remediate credits and get back on course for graduation. Earning fewer credits will cause students to be further behind. A measure of success for students utilizing these initiatives includes students earning a minimum of 12 credits per credit check and/or showing continuous improvement from one credit check to the next.

Dashboard metrics such as graduation rate and suspension rate will be collected and analyzed to determine the overall effectiveness of the CSI plan. The school's goal is to see continuous improvement working toward a performance level in green for all indicators.

The school and District staff are partnering with educational partners, including parents, students, and community organizations to collect and examine data to monitor the effectiveness of the CSI plan. Partners who provide expert analysis and input, such as staff from the San Bernardino County Superintendent's Office and the San Bernardino County Department of Behavioral Health, will be included in the

monitoring and review processes, and their input will help guide progress. Data collected to help determine the effectiveness of the plan will be presented to students, parents, and school and District staff so that areas of strength or needs for improvement can be transparently discussed and addressed.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The District values its partnerships with the community and believes strongly in the collective power that schools, families, and local partners have in ensuring the lifelong success of every child. The District also values strong relationships/partnerships with families and the community that foster academic partnerships. To further develop family and community partnerships, the District continued to work with parents/caregivers, site teams, multiple parent committees and groups, and students to develop the 2023-24 LCAP. Each year, it hosts community events on Zoom, at the District Office, and on school sites to engage in dialogue and gather input. Families were invited to serve as collaborators on committees and in forums, including on the English Language Advisory Committees at District and site levels (DELAC, ELAC), Parent Teacher and Student Associations (PTSA, PTA), the LCAP Parent Advisory Committee (PAC), comprised of parents and guardians of EL students, FY students, SWD students, and SED/LI students, School Site Councils (SSC), Coffee with the Principal meetings, and parent trainings. These meetings continued to be held virtually and in-person during the 2022-2023 school year and educational partners played a valuable role in the LCAP developmental process. These meetings are structured to ensure participants have a comprehensive understanding of the District's goals and progress toward meeting those goals, while also providing time for participants to process and provide feedback on the ways in which the District can continue to evolve and effectively enhance the support it provides for students. Student groups across all unduplicated pupil groups were represented by students and their parents or guardians. Staff groups, including representatives from student groups, teachers, administrators, and classified bargaining units, were represented as well.

The District continued to work diligently to fulfill its obligation to Priority 3: Parent Involvement. The District convened a Family and Community Engagement (FACE) Committee to help drive direction and input as to how the District can more effectively engage educational partners throughout its diverse and expansive communities. The District remained committed to ensuring it provided meaningful opportunities for educational partners to provide input and work collaboratively with the District to develop the 23-24 LCAP. The District utilized ParentSquare, social media, phone calls, flyers, and other media to ensure parents were made aware and notified of community engagement events and to communicate more readily and effectively with educational partners. Additionally, the District considers recommendations from the Special Education Local Plan Area (SELPA), as the Superintendent, and other staff, regularly meet with the SELPA to gather input in regards to students with disabilities.

- - Ongoing Events: Throughout the year, school site administration hosted events to engage educational partners in providing information around the District's initiatives and to gather feedback from these partners as to further direction and need. Events included English Language Advisory Committees, School Site Councils, African American Parent Advisory Councils, Coffees with the Principal, 8th Grade Parent Nights, Honors and AP nights, and parent trainings. Site and District administrators provide pertinent information regarding student progress and district direction, as well as key areas of focus for the school site and the ways in which educational partners can communicate with and provide feedback to site and District staff. Educational partners provide ongoing formative feedback that helps shape direction in the immediate and in the planning for the future. Feedback is collected in the form of surveys and whole and small group conversations.

- - On January 27 and April 21, the District presented at the District English Language Advisory Council Meetings. District initially gathered areas of priority in the early stages of LCAP draft development and returned to discuss priorities highlighted from the LCAP survey to further hear ideas for actions and services that could be implemented in the 2023-2024 school year.
- - On April 12, 2023, the District hosted a virtual event for parents, guardians, and students across the sites, representing the various student groups, to present the LCAP survey results, the top 6 priority areas as reported by educational partners in site team discussions and the LCAP survey. Parents, guardians, and students then met with their school site administration in breakout rooms to have an in-depth and thoughtful conversation where they had the opportunity to provide input regarding the specific actions and services they felt would address and support the educational partners' areas of priority.
- - On May 2, 2023, the Superintendent presented a draft of the LCAP, as influenced by the feedback gathered among all educational partners groups (students, staff, community partners, and parents) to the Parent Advisory Committee, District English Language Advisory Committee, and members of the African American Parent Advisory Committees. The Superintendent provided a comprehensive overview as to how the District developed its original LCAP goals and priorities dating back to 2013 and how these goals and priorities have continued to evolve in alignment with student needs. The Superintendent outlined the efforts the District has taken to respond to students' needs in the post-pandemic era and how these actions are resulting in increases in student achievement as reflected in key data metrics monitored in the LCAP process. The presentation concluded with an explanation of the District's LCAP goals in response to student needs, priorities identified through educational partner feedback, CA Dashboard and locally collected data available at the time of the meeting, and how actions and services would shift for 2023-24 in response to all feedback collected. Although there was an opportunity for participants to ask questions and provide additional feedback to further inform the LCAP to the site or District staff, no comments were made and the Superintendent did not need to respond in writing.
- - On June 13, 2023, the Superintendent conducted a presentation to the Board of Trustees on the 23-24 LCAP for public hearing.
- - On June 14, 2023, the Board of Trustees took action and adopted the 23-24 LCAP.

A summary of the feedback provided by specific educational partners.

Through the means outlined above, the District collected input and feedback from across its educational partner sectors. The LCAP survey administered this school year was structured similarly to last year's: respondents were asked to use a sliding scale (0 lowest to 10 highest) to prioritize the metrics included and the District then used these responses to identify the trends outlined below.

Top Six Priorities Indicated by All Educational Partner Groups:

- Focus on A-G completion (UC and CSU college entrance requirements).
- Ensure students meet graduation requirements on-time.

- Provide a safe learning environment.
- Provide Chromebooks and connectivity for students to use at home and school.
- Increase opportunities to gain skills to pursue a job or career.
- Provide college courses to students while still in high school.

STUDENTS:

Student responses varied across all District schools. The data was disaggregated by site and other factors, like gender and student groups, so that each site could examine student perceptions at their sites and respond accordingly. The anecdotal student data collected was specifically focused on the services students believe are essential for helping them to be successful in a continued in-person instructional learning environment.

Students outlined the following priorities for their own learning:

- Focus on A-G completion (UC and CSU college entrance requirements).
- Ensure students meet graduation requirements on-time.
- Increase opportunities for students to gain skills that will help them pursue a job or career.
- Provide a safe learning environment.
- Provide Chromebooks and connectivity for students to use at home and school.
- Provide college courses to students while still in high school.

ALL PARENT/GUARDIAN GROUPS:

- Increase overall student achievement.
- Ensure students meet graduation requirements on-time.
- Increase opportunities for students to gain skills that will help them pursue a job or career.
- Provide a caring learning environment.
- Provide a safe learning environment.

Parents/Guardians of English Learners and DELAC:

- Ensure students meet graduation requirements on-time.
- Increase opportunities for students to gain skills that will help them pursue a job or career.
- Provide a caring learning environment.
- Provide a safe learning environment.
- Provide college and career events (college fairs, trips).
- Provide Chromebooks and connectivity for students to use at home and school.

Parents/Guardians of Homeless Youth:

- Increase overall student achievement.
- Ensure students meet graduation requirements on-time.

- Increase opportunities for students to gain skills that will help them pursue a job or career.
- Increase family engagement.
- Provide a caring learning environment.
- Provide Chromebooks and connectivity for students to use at home and school.

Parents/Guardians of Foster Youth:

- Increase overall student achievement.
- Ensure students meet graduation requirements on-time.
- Increase opportunities for students to gain skills that will help them pursue a job or career.
- Provide a caring learning environment.
- Provide a safe learning environment.

Parents/Guardians of Socioeconomically Disadvantaged Students:

- Ensure students meet graduation requirements on-time.
- Increase opportunities for students to gain skills that will help them pursue a job or career.
- Provide a caring learning environment.
- Provide a safe learning environment.
- Provide Chromebooks and connectivity for students to use at home and school.

Parents/Guardians of Students with Disabilities:

- Ensure students meet graduation requirements on-time.
- Increase opportunities for students to gain skills that will help them pursue a job or career.
- Provide a caring learning environment.
- Provide a safe learning environment.
- Provide Chromebooks and connectivity for students to use at home and school.

STAFF:

Certificated Staff:

- Increase overall student achievement.
- Ensure students meet graduation requirements on-time.
- Increase opportunities for students to gain skills that will help them pursue a job or career.
- Provide a caring learning environment.
- Provide a safe learning environment.

Classified Staff:

- Increase overall student achievement.
- Ensure students meet graduation requirements on-time.
- Increase opportunities for students to gain skills that will help them pursue a job or career.

- Provide a caring learning environment.
- Provide a safe learning environment.

Community Partners:

- Ensure students meet graduation requirements on-time.
- Increase opportunities for students to gain skills that will help them pursue a job or career.
- Provide a caring learning environment.
- Provide a safe learning environment.
- Provide freshmen academic support programs.

Once priorities were determined and shared, the District’s LCAP PAC examined already established actions and services and provided recommendations as to further actions and services that should be implemented to support student achievement.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Educational partners expressed a variety of recommendations that were then added and reflected in the LCAP. Educational Partner feedback has remained fairly consistent throughout the last few years and feedback indicates that the District is already providing actions and supports aligned to priorities outlined above. However, adjustments were made either in the addition of an action or an increase in funding to respond to educational partners' recommendations.

In Goal 1, there is an increase in actions and services related to college and career readiness support. Educational partners articulated a desire to see more opportunities for college-going readiness and career exploration opportunities, specifically, but they also expressed a need for increased support for ELs, for SWD, and enrichment activities that would support academic achievement. As a result, the District increased funding to Goals 1.1 AVID, 1.8 Newcomer EL Services, 1.9 Comprehensive EL Support, 1.15 Support for Students with Disabilities, 1.16 Colleges and Universities Visits, 1.17 Enrichment Classes and Activities, and added the action 1.19 Career and Trade Fair Events. The District also added a position for an individual to oversee students' college-going readiness and access in Goal 1.

In response to partners' desire for increased access to technology, the District increased funding to Goal 1.12 to enhance technological infrastructure, device support, and access to curricular and instructional software platforms.

In response to partners' desire to see the District continue to foster safe and caring learning environments, the District will extend its professional learning (highlighted in Goals 2 and 3) to include trauma-informed practices across sites and across all levels of District and site personnel. The District will continue to provide SEL curriculum and professional learning, and will continue to focus on culturally-responsive teaching and learning, as outlined in Goal 1.6 Instructional Materials and Goal 2.8 Equity/Anti-Bias/Anti-Racism and Curricular Diversification Professional Learning. To further support safe and caring learning environments, the District has increased funding in Goal 3.6 as it intends to further expand upon its partnerships with outside agencies who provide targeted mental health interventions and services to students in

the wellness centers, in the counseling office, through the Assistant Principals of Achievement, and to target community barriers which are inhibiting students' success. The District added action 3.13 to address student leadership training which will be opportunities for students to develop their own capacity to improve campus culture, mediate conflict within their peer groups, and learn how to navigate social and personal conflict.

Finally, educational partners expressed a desire to see the District further enhance its communication with parents and guardians regarding understanding of graduation requirements, meeting A-G and dual enrollment. As a result, the District has increased funding in Goals 4.4 Interpretation Services, 4.5 Family and Community Engagement and 4.6 Communication Tool. These actions will allow sites and the District to more readily offer opportunities for connecting with parents and guardians across all student groups to further deepen relationships and understanding between the sites, the District and all educational partners.

Goals and Actions

Goal

Goal #	Description
1	All CJUHSD students will demonstrate college and career readiness.

An explanation of why the LEA has developed this goal.

CJUHSD students graduating college and career ready aligns with the expectations educational partners and the community continues to express to the District. Focus groups with educational partners and the Parent Advisory Committee affirmed this goal as a priority. Additionally, the goal supports San Bernardino County's Cradle to Career Roadmap, the State's continuous improvement model CAASPP, and the College/Career Indicator. This goal also provides students with career preparation and development by focusing on Technical, Career Exploration, Employability, Learning, and Life Skills (TCELL) that define the District's Career Readiness framework. The State Priorities addressed by this goal are the following: 1 (Basic Services), 4 (Pupil Achievement), 5 (Pupil Engagement), 7 (Course Access), and 8 (Pupil Outcomes).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	2018-19 Graduation Rate Indicator on California School Dashboard ALL - 90.3% - YELLOW EL - 74.2% - ORANGE SED/LI - 89.3% - GREEN SWD - 76.1% - YELLOW Afr. Amr. - 89.8% - YELLOW	Graduation Rate California School Dashboard Graduating Class of 2021 All - 87.8% EL - 70.0% SED/LI - 85.8% SWD - 70.0% Afr. Amr.- 88.7% American Indian - 90% Asian - 94.5% Filipino - 97.5% Hispanic - 85.8%	Graduation Rate for Graduating Class of 2022 All - 91.6% EL - 71.8% SED/LI - 90.4% SWD - 78.8% African American 91.2% American Indian - 95.2% Asian - 95.7% Filipino - 98.4% Hispanic - 91.1%		Graduation rates will increase annually by .1% for all student groups and/or achieve a GREEN (high) or BLUE (very high) performance level on the California School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>American Indian - 90% - NPC Asian - 94% - GREEN Filipino - 100% - BLUE Hispanic - 89.2% - YELLOW Pacific Islander - 96.7% - NPC 2 or more - 96.7% - BLUE White - 90.4% - ORANGE Foster Youth - 84.2% GREEN Homeless - 83.9% - GREEN</p> <p>*The 2020 CA Dashboard was suspended due to the COVID-19 pandemic.</p>	<p>Pacific Islander - 94.1% 2 or more - 91.2% White - 91.1% Foster Youth - 56.1% Homeless - 76.0%</p>	<p>Pacific Islander - 89.37% 2 or More - 93.2% White - 92.5% Foster Youth - 70.9% Homeless - 83.7% Source: CA Dashboard</p>		
English Language Proficiency Assessments for California (ELPAC) and the English Learner Progress Indicator (ELPI)	In 2018-19, Medium progress level - 49% of 1,058 EL students demonstrated that they are making progress towards English language proficiency based on performance on the ELPAC.	Most recent data: 2021-2022 Summative ELPAC - 45.16% of 682 EL students demonstrated that they are making progress towards English language proficiency based on performance on the ELPAC.	2021-2022 Summative ELPAC - 42.7% of 854 EL students demonstrated that they are making progress towards English language proficiency based on performance on the ELPAC.		High progress level - 55% to 64.9% of all ELs will make progress towards English language proficiency as measured by performance on the ELPAC.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*The 2020 administration of the ELPAC was suspended due to the COVID-19 pandemic.		Source: CA Dashboard		
California Assessment of Student Performance and Progress (CAASPP) ELA	<p>The District's performance levels on English Language Arts was reported as GREEN on the Dashboard in 2019.</p> <ul style="list-style-type: none"> 2019 ELA Results - 38.4 Above Standard (+7) GREEN 2019 ELA All Students - 32% Exceeded, 34% Met, 20% Nearly, 14% Not 2019 ELA EL-1% Exceeded, 7% Met, 30% Nearly, 63% Not 2019 ELA SED/LI - 24% Exceeded, 	<p>Most recent data: 2021 Performance on the CAASPP ELA</p> <p>% of students who Met or Exceeded Standards</p> <p>All Students - 68.48% EL - 15.24% SED/LI - 62.97%</p> <p>The Mean Scaled Student Score improved 12.5 points in 2021 (2632.8 points)</p> <ul style="list-style-type: none"> 2021 ELA Results All Students Exceeded Standards - 35.97% Met Standards - 32.51% Nearly Met Standards - 20.03% Did Not Meet 	<p>2022 Performance on the CAASPP ELA</p> <p>% of students who Met or Exceeded Standards</p> <p>All Students - 66.51% EL - 13.89% SED/LI -62.97%</p> <p>The Mean Scaled Student Score improved 40 points in 2022 (5234 points)</p> <ul style="list-style-type: none"> 2022 ELA Results All Students Exceeded Standards - 33.81% Met Standards -32.7% Nearly Met Standards -19.36% Did Not Meet Standards -14.13% 		<p>The Districtwide achievement on ELA CAASPP will increase by 2 points above standard annually for all students and maintain a performance level of GREEN.</p> <ul style="list-style-type: none"> ELA Results - 40.4 Above Standard <p>ELA All Students - 34% Exceeded, 34% Met, 20% Nearly, 14% Not</p> <ul style="list-style-type: none"> ELA EL- 3% Exceeded ELA SED/LI - 26% Exceeded

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>35% Met, 24% Nearly, 17% Not</p> <p>*The 2020 administration of CAASPP was suspended due to the COVID-19 pandemic.</p>	<p>Standards - 11.49%</p> <ul style="list-style-type: none"> 2021 ELA Results EL Students <p>Exceeded Standards - .95%</p> <p>Met Standards - 14.29%</p> <p>Nearly Met Standards - 37.14%</p> <p>Did Not Meet Standards - 47.62%</p> <ul style="list-style-type: none"> 2021 ELA Results SED/LI Students <p>Exceeded Standards - 28.60%</p> <p>Met Standards - 34.37%</p> <p>Nearly Met Standards - 23.70%</p> <p>Did Not Meet Standards - 13.34%</p>	<ul style="list-style-type: none"> 2022 ELA Results EL Students <p>Exceeded Standards - 2.78%</p> <p>Met Standards - 11.11%</p> <p>Nearly Met Standards - 32.10%</p> <p>Did Not Meet Standards - 54.01%</p> <ul style="list-style-type: none"> 2022 ELA Results SED/LI Students <p>Exceeded Standards - 27.75%</p> <p>Met Standards - 31.99%</p> <p>Nearly Met Standards - 22.72%</p> <p>Did Not Meet Standards - 17.54%</p>		
CAASPP Math	The District's performance levels on math was reported as GREEN on the Dashboard. The average math score improved 5.9 points in	<p>Most recent data: 2021 Performance on the CAASPP Math</p> <p>% of students who Met or Exceeded Standards</p>	<p>Most recent data: 2022 Performance on the CAASPP Math</p> <p>% of students who Met or Exceeded Standards</p>		The District-wide achievement on MATH CAASPP will increase by 2 points above standard annually for all students and maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>2019.</p> <ul style="list-style-type: none"> 2019 Math Results - 38.1 Below Standard (+5.9) GREEN 2019 Math All Students - 15% Exceeded, 23% Met, 26% Nearly, 36 % Not 2019 Math EL- 2% Exceeded, 4% Met, 11% Nearly, 83% Not 2019 SED/LI Math- 10% Exceeded, 20% Met, 27% Nearly, 43% Not <p>*The 2020 administration of CAASPP was suspended due to the COVID-19 pandemic.</p>	<p>All Students - 44.46% EL - 17.76% SED/LI - 37.13%</p> <p>The Mean Scaled Student Score improved 23 points in 2021 (2610.7 points)</p> <ul style="list-style-type: none"> 2021 Math Results All Students Exceeded Standards - 19.01% Met Standards - 25.45% Nearly Met Standards - 26.67% Did Not Meet Standards - 28.87% 2021 Math Results EL Students Exceeded Standards - 3.74% Met Standards - 14.02% Nearly Met Standards - 28.97% Did Not Meet Standards - 53.27% 	<p>All Students - 30.77% EL - 8.66% SED/LI -23.73%</p> <ul style="list-style-type: none"> 2021 MATH Results All Students Exceeded Standards - 12.8% Met Standards - 17.9% Nearly Met Standards - 24.06% Did Not Meet Standards - 45.17% 2022 MATH Results EL Students Exceeded Standards - 2.79% Met Standards -5.87% Nearly Met Standards -9.22% Did Not Meet Standards -82.12% 2022 MATH Results SED/LI Students Exceeded Standards - 8.95% Met Standards - 		<p>a performance level of GREEN.</p> <ul style="list-style-type: none"> Math Results - 40.1 Above Standard Math All Students - 17% Exceeded, 25% Met, 26% Nearly, 36% Not Math EL - 4% Exceeded Math SED/LI - 12% Exceeded

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> 2021 Math Results SED/LI Students Exceeded Standards - 13.52% Met Standards - 23.61% Nearly Met Standards - 28.76% Did Not Meet Standards - 34.10% 	14.78% Nearly Met Standards -23.81% Did Not Meet Standards -52.46%		
College/Career Indicator	2018-19 Dashboard Data ALL - 53.1% - YELLOW EL - 18.1% - ORANGE SED/LI - 47.1% - YELLOW SWD - 7.1% - RED Afr. Amr. - 39.4% - YELLOW Amer. Indian - 46.7% - NPC Asian - 80.7% - BLUE Filipino - 85.2% - BLUE Hispanic - 48.4% - YELLOW Pacific Islander - 43.3% - NPC	*The 2021 CA Dashboard does not report student outcomes for the College/Career State Indicator	The 2022 CA Dashboard does not report student outcomes for the College/Career State Indicator		Student groups currently in ORANGE or RED will increase preparedness to at least low/medium - 10% to 34.9% or medium 34% to 54.9% - YELLOW.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>2 or more - 68.9% - GREEN White - 60.8% - GREEN Foster Youth - 21.2% ORANGE Homeless - 33.5% - ORANGE</p> <p>*The 2020 CA Dashboard was suspended due to the COVID-19 pandemic.</p>				
A-G Completion Rate	<p>In 2019-2020,</p> <p>ALL - 72% EL - 12.6% / RFEP 69.2% SED/LI - 66.1% SWD - 16.9% Afr. Amr. - 63.8% Amer. Indian - 50% Asian - 87.6% Filipino - 92.4% Hispanic - 61.6% Pacific Islander - 57.1% 2 or more - 72.1% White - 72.8% Foster Youth - 11.8% Homeless - 48.7%</p> <p>*Preliminary local data for 2021,</p>	<p>In 2020-2021</p> <p>All - 69.0% EL -30.7% SED/LI - 64.4% SWD - 19.8% Afr. Amr. - 63.9% Amer. Indian - 58.8% Asian - 86.9% Filipino - 88.8% Hispanic - 65.0%% Pacific Islander - 62.5% 2 or more - 74.8% White - 75.9% Foster Youth - 36.36% Homeless - 55.91%</p> <p>*Preliminary local data for 2022</p>	<p>In 2021-2022</p> <p>All - 64.7% EL - 36.2% SED/LI- 58.7% SWD - 26.1% Afr. Amr. - 59.2% Amer. Indian - 45.0% Asian - 82.9% Filipino - 86.3% Hispanic - 60.4% Pacific Islander - 61.5% 2 or more - 72.7% White - 73.3% Foster Youth - 25.0% Homeless - 45.1%</p> <p>*Preliminary local data for 2023</p>		<p>The A-G completion rate for all students will increase by 1% annually. (ALL - 73%)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ALL - 70% (this data will be affected by some seniors completing coursework through the summer)	ALL - 62.1% (this data will be affected by some seniors completing coursework through the summer)	ALL 64.4% (this data will be affected by some seniors completing coursework through the summer) SOURCE: LOCAL DATA		
Freshmen On-Track to Graduate	In 2020, 92.3% of all freshmen finished their 9th grade year with more than 45 credits, which kept them on track to graduate on time. *Preliminary local data for 2021, 74.34%	In 2021, 74.3% of all freshmen finished their 9th grade year with more than 45 credits, which kept them on track to graduate on time. *Preliminary local data for 2022 - 82.1%	In 2022, 87.7% of all freshmen finished their 9th grade year with more than 45 credits, which kept them on track to graduate on time. (POST SUMMER-SCHOOL) *13.4% INCREASE FROM 2021 *Preliminary local data for 2023 - 82.1% SOURCE: LOCAL DATA		The percentage of freshmen students on track will increase by 1% annually. (77.34%)
Inclusion (students with disabilities with an IEP enrolled in general education)	In 2020-21, the Inclusion rate for CJUHSD was 61%.	In 2021-2022, the Inclusion rate for CJUHSD was 60%.	IN 2022-2023, the Inclusion rate for CJUHSD was 62%.		The inclusion rate for all students will increase by 1% annually. (63%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
classes 80% of the school day)			SOURCE: LOCAL DATA		
Appropriately Assigned Teachers	In 2020-21, two teachers were mis-assigned in accordance with local indicator criteria of the CA Dashboard, which is based on the appropriate assignment of teachers of ELs.	In 2021-2022 .02% teachers were mis-assigned in accordance with local indicator criteria of the CA Dashboard, which is based on the appropriate assignment of teachers of ELs.	In 2022-2023, 2 teachers were mis-assigned in accordance with local indicator criteria of the CA Dashboard, which is based on the appropriate assignment of teachers of ELs. SOURCE: LOCAL DATA		The District will ensure that 100% of all teachers are appropriately assigned.
Career Exploration Experiences	In 2019-20, 43,327 students had the opportunity to participate in live in-person career exploration experiences. *Due to the COVID-19 there is no data to report for the 20-21 school year.	Career Exploration Experiences did not take place during the 2021-2022 school year due to COVID-19. No data to report.	In 2022-23, 47,542 students had the opportunity to participate in live in-person career exploration experiences. SOURCE: Local data collected through site administration.		The number of Career Exploration Experiences will increase by 1% annually.
Career Readiness Inventory	In 2019-20, 87% of eleventh grade students completed a	In 2021-2022, 61% of eleventh grade students completed a	In 2022-2023, 62% of eleventh grade students completed a		The percentage of students in the 9th or 10th, and 11th grade

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>career inventory and 93% of ninth or tenth grade students.</p> <p>*Due to the disruption of the COVID-19 pandemic and the transition to full distance learning the inventory was not administered by all school sites in 20-21.</p>	career inventory and 73% of ninth or tenth grade students.	<p>career inventory and 84% of ninth or tenth grade students.</p> <p>SOURCE: Local data collected through Cal Colleges.</p>		completing a career inventory will increase by 1% annually.
The California Statewide Assignment Accountability System	The California Statewide Assignment Accountability System (CalSAAS) is a new system of Assignment Monitoring allowing annual monitoring of all certificated educator assignments. The District has 22 misassigned teachers according to the criteria of this new accountability system.	The California Statewide Assignment Accountability System (CalSAAS) is a system of Assignment Monitoring allowing annual monitoring of all certificated educator assignments. The District has 31 mis-assigned teachers during the 2021-2022 school year according to the criteria of this new accountability system.	The California Statewide Assignment Accountability System (CalSAAS) is a system of Assignment Monitoring allowing annual monitoring of all certificated educator assignments. The District had 9 mis-assigned teachers during the 2022-2023 school year according to the criteria of this new accountability system.		The District will ensure that 100% of all teachers are appropriately assigned.
Williams Act Compliance	In 2020-21, the District had 0 unresolved Williams Act complaints.	In 2021-2022, the District had 0 unresolved Williams Act complaints.	In 2022-2023, the District had 0 unresolved Williams Act complaints.		There will be zero unresolved Williams Act complaints at the end of each year and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					<p>the District will achieve an "exemplary rating" on the FIT annually.</p> <p>*To confirm students have access to standards-aligned instructional materials, the District will provide ample instructional materials on all campuses and ensure that there are 0 unresolved Williams Act Compliance complaints annually.</p>
Students Passing AP Exams with a Score of 3 or Higher	In 2019-2020, 55.3% percent of students who took at least one AP exam passed with a score of 3 or higher.	In 2020-2021, 49.0% percent of students who took at least one AP exam passed with a score of 3 or higher.	In 2021-2022, 73% percent of students who took at least one AP exam passed with a score of 3 or higher. (2,624 Students with 3+ / 3600 Possible Students)		The District will increase the percentage of students who passed at least one AP exam with a score of 3 or higher by 1% annually.
Reclassification Rate	In 2020-2021 the District reclassified 11.2% of its ELs.	In 2021-2022 the District reclassified 7.9% of its ELs.	In 2022-2023, the District reclassified 12% of its ELs.		The District will reclassify 14.2% of its ELs.
Early Assessment Program (EAP) percent of students prepared for College ELA	In 2020-2021, 38.8% of students demonstrated readiness for college ELA on EAP (as of	In 2021-2022, 49.01% of students who tested demonstrated readiness for college	In 2022-2023, 55% of students who tested demonstrated readiness for college		The District will increase the percentage of students who are prepared for College

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	results on 8/3/2021—44.7% results in).	ELA on the EAP (as of results on 6/6/2022).	ELA on the EAP (as of results on 6/2023).		ELA, as determined by the EAP by 1% annually.
Early Assessment Program (EAP) percent of students prepared for College Math	In 2020-2021, 20.6% of students demonstrated readiness for college Math on EAP (as of results on 8/3/2021—44.7% results in)	In 2021-2022, 33.76% of students who tested demonstrated readiness for college Math on EAP (as of results on 6/6/2022).	In 2022-2023, 27% of students who tested demonstrated readiness for college Math on the EAP (as of results on 6/2023).		The District will increase the percentage of students who are prepared for College Math, as determined by the EAP by 1% annually.
TCELL Student Survey (new metric added in May of 2022-2023)	Baseline = 76% of seniors reported they had the opportunity to explore career options in high school. 87% of seniors reported they acquired the necessary employability skills to succeed after high school. Source = Local data collected from student survey	Metric added in May 2023.	Metric added in May 2023.		
Seal of Biliteracy (new metric added in May of 2022-2023)	Baseline for 2021-2022 school year: 9.6% Source = Dataquest	Metric added in May 2023.	2022-2023 school year:		The District will increase the percentage of students who earn the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Seal of Biliteracy by 1%.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	AVID	Teachers and staff will deliver instruction and supports within the AVID program and across all content areas to increase college/career readiness as measured by the College and Career Indicator. This action is principally directed to unduplicated students.	\$2,791,814.00	Yes
1.2	Access to a Broad Course of Study	The District will continue to ensure that all students have access to A-G courses, including Honors and AP courses, to prepare students for college. To address equity, the District will prioritize enrollment of diverse and underrepresented groups, including SED/LI students, ELs, FY, and other student groups that demonstrate an achievement gap in A-G completion. These efforts will be monitored by the Gifted And Talented Education (GATE) Coordinators and the Assistant Principals of Achievement and Instruction.	\$379,678.00	No
1.3	Support & Interventions	<p>The District will provide access to support and interventions, including credit recovery and grade remediation opportunities principally directed to unduplicated pupils, to foster achievement in a broad, appropriate course of study and improve the A-G completion rate. The programs will include before/after school classes and tutoring, online learning, Saturday programs, summer school, and additional instructional minutes on campuses with special programs. All support and intervention programs will be managed by the Assistant Superintendent of Alternative Instruction and assigned classified staff.</p> <ul style="list-style-type: none"> • Provide A-G recovery/acceleration options • Follett Ed, online curriculum, digital resources 	\$11,992,375.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Edgenuity and APEX online software • Before/After school salaries • Credit Recovery/before, during, and after the school day • Summer school salaries • Saturday school • Instructional minutes for interventions at Alta Loma, Colony, Chaffey, Montclair • GED Renew support 		
1.4	English and Math Interventions, Programs, Materials	The District will provide students with supplemental and intervention courses, programs, and instructional materials to increase fluency and achievement in English, reading, and math primarily for ELs, LI and FY student groups who demonstrate achievement gaps on the CAASPP in ELA and Math. The implementation of these interventions and programs will be managed by Assistant Principals, EL Advisors, and Counselors.	\$1,455,090.00	Yes
1.5	Teacher Librarians	The District will maintain full-time teacher/librarians and library media technicians at each comprehensive school site to provide services for unduplicated students and teachers that include literacy development, instruction in research, support with instructional technology, and access to instructional resources to primarily support the learning and achievement of ELs, and FY. Maintaining high-quality library programs, which provide instructional resources, academic support, and access to instructional materials for unduplicated students, will support their achievement and thus improve student performance on the CAASPP ELA.	\$3,517,233.00	Yes
1.6	Instructional Materials	The District will allocate funding for new library materials and replacement of outdated instructional materials as needed for each site to increase access to high-interest and diverse literature and resources for students, to replace outdated classroom textbooks, and	\$449,360.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>to provide access to standards-aligned instructional materials to ensure compliance with the Williams Act.</p> <ul style="list-style-type: none"> • Purchase both fiction and nonfiction materials in print and digital formats, upgrade databases, replace and repair damaged materials in the library (\$9 per ADA) • Purchase new instructional materials for new courses or to replace dated materials (\$11 per ADA) • Purchase literary works by authors from diverse backgrounds and implement an evidence-based approach to increasing student literacy, reading, and writing skills. • Equity and diversity in new texts and resources will reflect students' diverse cultures, nationalities, ethnicities, socio-economic backgrounds, life experiences, gender, and sexual identities. 		
1.7	College Readiness Programs and Events	The District will ensure equitable access to college readiness programs, including Advanced Placement, SAT preparation programs, PSAT, and college fairs and events, parent outreach, and provide funding to subsidize the cost primarily for SED/LI and other unduplicated student groups to address the needs of these groups and close achievement gaps evident in the Dashboard's College and Career indicator.	\$939,944.00	Yes
1.8	Newcomer EL Services	The Newcomer Program provides language and transitional support to ELs new to the United States. The Newcomer Program focuses on building literacy skills to set up a student for a successful transition to their home school upon their completion of this program and to achieve academically on the ELPAC and in their coursework leading up to graduation. The program provides additional classes, staffing, guidance, enrichment opportunities, field trips, and college visits for students.	\$1,051,221.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Comprehensive EL Support	<p>The District provides comprehensive EL support District-wide to ensure students demonstrate annual academic growth and advancement on the CAASPP ELA and the ELPAC. A Director of Categorical Programs manages EL staff and programs, ensures compliance with state and federal programs, monitors student progress, manages ELPAC administration, and implements services.</p> <ul style="list-style-type: none"> • Staff - Director, Title I advisors, language assessors, classified support • Ellevation • EL, ELD, Accelerated English courses • Instructional materials 	\$3,435,976.00	Yes
1.10	Peer Mentors	<p>Peer Mentors provide in-class individualized instructional support and assistance for ELs, SED/LI, and FY freshmen students in core subject areas of integrated math, biology, and English to ensure they are successful academically. Peer Mentors, who are college students and graduates of the District, along with teachers who participate in the program, receive annual training to equip them with the skills necessary to facilitate a co-teaching environment.</p>	\$1,938,188.00	No
1.11	Curricular and Instructional Software and Platforms	<p>The District invests in curricular platforms and programs that assist teachers in the delivery of effective instruction and to support unduplicated student groups' engagement and achievement in school, especially in an era that requires a greater need for virtual learning. Resources include Canvas, Zoom, Turnitin, Newsela Pro, Microsoft Office 365, Snap and Read, and PearDeck, Edulastic, Avant, ASL Defined, and GoReact. Resources are evaluated annually by site staff, the Executive Director of Instructional Development, students, and Cabinet to determine the frequency of use and value to unduplicated students' academic achievement and classroom instruction evidenced by graduation rate, CAASPP performance, and A-G completion rate.</p>	\$577,859.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	Instructional Devices, Support, and Infrastructure	The District shifted to a one-to-one device to student program in 2020 when schools closed due to the impacts of COVID-19 to ensure every SED/LI, FY, and ELs had access to remote instruction to provide continuity of learning. By providing devices to unduplicated student groups the District increased access to online academic tutoring services to support student achievement in Distance Learning. Moving forward the District will issue each student a device as they enter the ninth grade or the District and will support the implementation and maintenance of these devices with technicians, connectivity assistance, and an upgraded and fully maintained high-quality operational network. Due to the increased reliance on technology, the District will expand its team of technicians by two. Issuing devices to students, primarily targeted to SED/LI students, will ensure that they have the access to all instructional platforms and programs required to support their learning while on campus and while working remotely to support their academic achievement and increase the graduation rate.	\$3,438,974.00	Yes
1.13	Career Technical Education Programs (CTE)	The District offers comprehensive career readiness programs managed by the Director of Career Readiness who develops and implements career exploration/CTE courses and career /exploration/skills development experiences for students and staff. The Director works with CTE teachers and Baldy View Regional Occupational Programs (BVRPOP) to offer courses for students across a broad spectrum of career courses, internships, summer enrichment experiences, tours, college certification programs, and professional development and resources for teachers to develop instructional programs and create pathways. The District prioritizes the enrollment of ELs to ensure they have access to CTE programs and to provide them the opportunity to earn credits towards graduation through career readiness development thus improving the graduation rate. Career Technicians further support these efforts by managing BVRPOP enrollment at the site level and promoting career exploration opportunities to ensure students, who are primarily unduplicated	\$14,855,224.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students, have access to career readiness programs. These programs provide Technology Skills, Career Exploration, Employability, Life, and Learning Skills (TCELL), and the foundation needed to be career-ready upon graduation.		
1.14	Outreach	The District employs an Outreach Consultant who oversees initiatives in place to ensure that students graduate on time ready for college and career and have equitable access to educational opportunities. Additionally, staff members engage in progress monitoring, staff training, family and community engagement, and more to ensure that all students are on track for post-secondary college and career opportunities and to fulfill the District's commitment to equity.	\$111,403.00	No
1.15	Support for Students with Disabilities	The Special Education Coordinator will facilitate parent meetings, work with site teams and alternative settings such as non-public schools and residential treatment centers to ensure that the appropriate supports are in place for students in accordance with their IEP, and provide training to special education and general education teachers to support classroom instruction and increase student achievement and the inclusion rate.	\$465,126.00	No
1.16	Colleges and Universities Visits	The District will ensure equitable access and exposure to colleges and universities, including providing funding and staff to accompany students from all District schools to visit, tour, and learn about the opportunities available to them at Historically Black Colleges and Universities. The District will provide this opportunity primarily for SED/LI, FY, and ELs to address the needs of these groups and close achievement gaps evident in the Dashboard's College and Career indicator.	\$100,000.00	Yes
1.17	Enrichment Classes and Activities	The District will provide students with supplemental and enrichment courses, programs, and instructional materials to increase connection	\$12,762,981.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and attendance at school primarily for SED/LI, ELs, and FY student groups who demonstrate achievement gaps on the CAASPP in ELA and Math as well as who have higher and disproportionate absence, suspension, and expulsion rates when compared to their peers. The implementation of these interventions and programs will be managed by Assistant Principals.		
1.18	Community Day School	The District will provide a highly-structured and restricted educational option, primarily servicing LI and FY students who have experienced disruptions in their educations. Chaffey Community Day School instructional program gives students individual support and the opportunity to thrive in a smaller setting with lower class sizes than a traditional high school.	\$328,551.00	Yes
1.19	Career and Trade Fair Events (new action added in May of 2023)	The District will provide opportunities for SED/LI, ELs, FY, and SWD to connect with industry sector professionals local to the region. These opportunities will increase students' career preparedness through resume preparation and interview training and practice. Students will make one-on-one connections with industry professionals to prepare them for post-secondary job, training, and career opportunities. This action will be measured through the College and Career Indicator and the locally-provided TCELL survey.	\$20,000.00	Yes
1.20	College-Going Readiness and Access (new action added in May of 2023)	The District will provide targeted staff and training to teachers, counselors, and families/educational partners on students' college-going readiness and access to courses, including dual enrollment access in order to increase access and achievement across all student groups.	\$252,985.00	No

Goal Analysis [2022-23]

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.

- 1.1: This action was partially implemented. Some sites found it a challenge to fill sections because students' schedules were impacted by credit remediation courses. However, other sites have seen an increase in enrollment to increase student support.
- 1.2: This action was fully implemented with the District successfully seeing an increase in enrollment as students regained confidence in their capacity to take honors and AP courses. Support staff, including Assistant Principals of Achievement, closely monitor student enrollment, progress, and academic achievement.
- 1.3: This action was partially implemented. Sites found success in enrolling students in courses within the school day but found that enrolling students in courses outside of the school day proved to be a challenge. We have seen an increase in credit recovery enrollment for courses that occur within the school day. Additionally, the District has seen the highest enrollment in summer school ever in its history.
- 1.4: This action was implemented and the District saw an additional need arise for further staffing and support due to increased enrollment.
- 1.5: The District continued to provide access to libraries, teacher librarians and library media technicians to support students' access to programs and resources. The action was expanded to support students during summer school as well.
- 1.6: This action was fully implemented and sites continued to demonstrate progress toward diversifying the curriculum to more effectively meet students' learning needs. Successes include the purchase of more modern materials to support student learning.
- 1.7: This action was partially implemented. The District did offer programs indicated but response to SAT preparation programs was not as enthusiastic. The PSAT was offered to all sophomores within the school day, free of charge. The District offered a District-wide college fair, in partnership with neighboring districts and cities, with an early portion dedicated to Historically Black Colleges and Universities (HBCUs).
- 1.8: This action was fully implemented and the District actually saw an increased need for further staffing due to an increased enrollment of newcomers. Challenges included being able to respond to increased students' need for services.
- 1.9: The District implemented this action fully and additionally found a need for further staffing to support an increase in enrollment of ELs and testing needs for reclassification. Challenges included a higher volume of students needing assessment support than in prior years.
- 1.10: The District partially implemented this action. A significant challenge was finding sufficient staffing to meet the needs of each school site. However, the District was able to increase the total number per campus and offer a variety of professional learning opportunities for them to increase their success.
- 1.11: The District fully implemented this action to provide students with access to the curricular and instructional platforms necessary for their academic success.
- 1.12: This action was fully implemented and students who required personal devices were provided with them. Successes included being able to provide the staffing needed to meet the increased demands of technical support as the District increased the volume of devices on campuses.

- 1.13: This action was fully implemented. CTE courses were offered District-wide, including course offerings provided through Baldy View ROP. The District saw an increase in EL and SWD enrollment and have demonstrated success in these programs.
- 1.14: The District fully implemented this action. The staffing engaged provided ongoing monitoring and support to sites for A-G implementation.
- 1.15: This action was fully implemented. A Coordinator was hired and put in place to support SWD . However, due to the increased supports needed for SWD , the District saw a need to increase staffing to further support SWD and created an additional position to act as the District’s liaison for students served in non-District programs.
- 1.16: This action was fully implemented and the District successfully saw an increase in the number of students participating.
- 1.17: This action was new for the 2022-23 school year and was implemented fully. Students were successfully provided with a number of enrichment opportunities to expand their learning outside of the traditional classroom.
- 1.18: This action was new for the 2022-23 school year and was implemented fully. Successes include proper enrollment and students’ access to the resources needed to help them find success.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

1.3: The District increased summer school and credit recovery sections offered during 2023-24. Additionally, the salary schedule increased 10%.

An explanation of how effective the specific actions were in making progress toward the goal.

The District analyzed the student outcome data reported to determine which actions proved to be effective and which proved less than effective.

Notable positive student outcome progress includes the following:

Grad rate increased for all groups, but most notably for ELs at 1.8%, SED/LI at 4.6%, SWD at 8.8%, FY at 14.8% and Homeless students at 7.7%.

Significant increase in freshmen success, with 87.7% of 9th graders completing their freshman year with more than 45 credits, a 13.4% increase from 2020-2021.

Increase in A-G pass rate for ELs, with an increase of 5.5%, and SWD with an increase of 6.3%.

The inclusion rate for SWD increased by 2%.

The AP pass rate increased by 24%.

The District resumed its career exploration opportunities and saw a significant increase in the students participating.

After a deep analysis of the data, however, it was determined that some actions did not prove as effective, as reflected in the following metrics:

The ELPI decreased by 2.46% with an increase of overall population from 682 students to 854 students. The ELPI indicated a Low

Performance.

CAASPP ELA and Math saw a decrease in performance overall, especially for ELs, SED/LI, SWD, FY.

The District saw a decrease in the percentage of students meeting A-G by 4.3%, specifically SED/LI saw a decrease of 5.7%

As a result, the District evaluated the effectiveness of the actions for Goal 1 as follows:

- 1.1: This action was effective as it helped improve the graduation rate and supported increases in freshman success, and supported increases in the A-G completion rate for ELs and SWDs.
- 1.2: This action was effective as it helped improve the graduation rate and supported increases in the A-G completion rate for ELs and SWDs.
- 1.3: This action was effective as it helped improve the graduation rate and supported increases in the A-G completion rate for ELs and SWDs.
- 1.4: This action was less than effective as it did not produce the desired results in CAASP ELA and math.
- 1.5: This action was effective in ensuring students had access to instructional materials, successful Williams compliance, and that library services were offered to assist in tutoring and after-school interventions.
- 1.6: This action was effective in ensuring students had access to instructional materials and saw increased representation in the literature they studied, as evidenced by the student survey collected locally.
- 1.7: This action was effective in providing students with opportunities to take the PSAT and SAT and AP courses, as evidenced by the increase in AP pass rate and number of exams taken.
- 1.8 and 1.9: These actions were less than effective as the District continues to need to improve services for EL students to support CAASPP outcomes, but they were more effective in the growth gained in the A-G and graduation rates for ELs. comprehensive EL support needs to be addressed to meet the EL Progress Indicator more effectively, increasing staffing and services to help ELs make progress toward reclassification. Challenges included the increase in EL and Newcomer enrollment, requiring the District to evaluate its staffing needs for the coming year.
- 1.10: This action was effective as evidenced by the 13.4% growth in freshmen success from 2020-2021 to 2021-2022.
- 1.11 and 1.12: These actions were effective in providing students with all of the technological devices they needed to access the instructional technology provided by the District.
- 1.13: This action was effective as 62% of eleventh grade students completed a career inventory and 84% of ninth or tenth grade students. A new metric was added for 2023-2024 to further measure this action.
- 1.14: This action was less than effective in increasing CAASPP results for FY but was effective in supporting the graduation rate for FY.
- 1.15: This action was effective in supporting inclusion, increasing the A-G pass rate for SWD, the graduation rate for SWD but not in its impact on supporting SWD on the CAASPP in ELA and Math.
- 1.16: This action was effective in that more students were able to participate in the opportunity to visit, tour, and learn about the opportunities available to them at Historically Black Colleges and Universities.
- 1.17: This action was less than effective in supporting student outcomes on the CAASPP in ELA and math but was successful in improving the graduation rate for all student groups and increasing the freshmen success rate.

- 1.18: This action was effective in that it provided a highly-structured and restricted educational option for students who have experienced disruptions in their education and who would benefit from a smaller setting with lower class sizes than a traditional high school.

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.

The reflections and analysis performed on Goal 1 led to increases in services and actions the District intends to implement in 2023-2024. Increases in services and metrics include the following:

- Increase funding for 1.1, AVID courses - The District will support all sites attending the AVID Summer Institute or professional learning for AVID teachers. This increase in services is designed to increase student achievement for unduplicated students.
- Increase funding for 1.8, Newcomer EL Services - To address further instructional support of the increased enrollment of Newcomer students, the District will provide an additional full time employee to the Newcomer program.
- Increased funding for 1.9, Comprehensive EL Support - The District will provide another language assessor across sites to further support proficiency assessment support and planning for students as they progress toward reclassification and to address the increase in the number of students needing support. The District will also provide additional sections of EL support courses per site to respond to the increase in enrollment and support needs.
- Increased funding for 1.12, Instructional Devices, Support, and Infrastructure - In an effort to ensure that students and staff can safely access the internet and the technological devices needed to support student learning, the District will enhance its security and network protections.
- Increase staffing for 1.15, Support for SWD: To further support targeted instructional programs and supports for SWD , the District hired an additional Special Education director that will be reflected in the 23-24 school year.
- Increased funding for 1.16, Colleges and Universities Visits - To increase college-going confidence for SED/LI, FY, and ELs, and in response to the increased expectations by educational partners to provide such services, the District will increase the number of students who can participate in these events.
- Increased funding for 1.17, Enrichment Classes and Activities - Research indicates that students who are connected to their campuses through extra-curricular academic programs are more likely to find academic success. As such, the District is committed to increasing access for unduplicated students to engage with the enrichment programs, courses, and instructional materials that will foster their connectedness to school and their attendance.
- Added Action: The District is committed to increasing students' access to their post-secondary career development and awareness. The District added Goal 1.19 and will provide career and trade fair events, primarily for unduplicated students, so that they can connect with industry partners and better prepare themselves for their lives after high school. These opportunities are designed to help students develop their awareness around the value of achievement in high school so that they are encouraged to demonstrate proficiency on the CAASPP in ELA and math, increase the A-G rate, and increase the graduation rate.
- Added Action: In order to increase students' college-going readiness and access, the District added Goal 1.20 to increase staffing and training to oversee college access programs and services, including dual enrollment, educational partner training, counselor support, and student guidance.

Added Metrics:

- TCELL Student Survey: The District will administer a locally-developed TCELL survey to seniors for the purpose of ascertaining their experiences with college and career readiness and the extent to which they feel prepared in order to inform the District with student feedback upon graduation.
- The Seal of Biliteracy: The District will monitor students earning the Seal of Biliteracy as a metric for gaging student achievement for ELs.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	CJUHSD will provide comprehensive professional learning opportunities that prioritize cultural proficiency, self-reflection, and innovative research-based instructional practices, utilizing technology and resources to achieve equitable outcomes among all student groups.

An explanation of why the LEA has developed this goal.

The District will provide a comprehensive and robust system of support designed to motivate and challenge staff to provide the most effective instruction in response to modern contexts and issues of social justice and equity. In the Chaffey District, professional learning and support for staff are the foundation for Goal 1. Each year, the District surveys staff to ascertain areas of instructional need and develops the areas of focus based upon the feedback. The focus for Goal 2 is to examine all practices through the lens of equity -- do the instructional practices and services provided support all students, particularly our unduplicated pupils, our students with special learning needs, and our students of color? Professional learning for staff will provide them with the capacity to analyze student outcome data and understand research-based approaches in order to be able to address disparate outcomes between student groups and adapt instruction to dismantle the systems which perpetuate inequities. This goal supports the efforts of the District to close achievement gaps of underrepresented student groups by providing professional learning support to District-wide staff, thus increasing student achievement as reported on the CA Dashboard. The State Priorities addressed by this goal are the following: 1 (Basic Services), 2 (State Standards), and 4 (Pupil Achievement).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff Satisfaction Survey	In 2020-21, teachers reported an overall satisfaction rate of 79.4% for the quality of professional learning provided.	In 2021-22, teachers reported an overall satisfaction rate of 53% for the quality of professional learning provided.	In 2022-23, teachers reported an overall satisfaction rate of 78% for the quality of professional learning provided.		To improve the satisfaction rate by 1% annually.
Academic Standards and/or Curriculum Frameworks	In 2020-21, 63% of teachers indicated that the District was at	In 2021-22, the self-reflective tool was not able to be	In 2022-23, 78.8% of teachers indicated that the District was at		To maintain administration of locally-reported

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation - Local Indicator Reflection Tool.	Full Implementation in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified with their content area.	administered to teachers in the traditional practices. Data will be collected in the 22-23 school year.	Full Implementation in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified with their content area.		survey annually and continue to provide professional learning support and increase teacher's response by .1% annually.
Professional Learning Needs - Local Indicator Self-Reflection Tool.	In 2020-21, 52% of teachers indicated that the District was at Full Implementation of identifying the professional learning needs of teachers or staff as a whole.	In 2021-22, the self-reflective tool was not able to be administered to teachers in the traditional practices. Data will be collected in the 22-23 school year.	In 2022-23, 53.3% of teachers indicated that the District was at Full Implementation of identifying the professional learning needs of teachers or staff as a whole.		To maintain administration of locally-reported survey annually and increase teacher's response by .1% annually.
Standards-Based Grading Implementation	In 2020-21, 40 teachers implemented standards-based grading.	In 2021-22, 40 teachers implemented standards-based grading.	In 2022-23, 41 teachers implemented standards-based grading.		The District will increase percentage of teachers utilizing standards-based grading District-wide annually by 5%.
Social-Emotional Learning Training Opportunities	In 2020-21, the District offered 6 opportunities for teachers to learn about and implement	In 2021-22, the District offered 22 opportunities for teachers to learn about and implement	In 2022-23, the District offered 30 opportunities for teachers to learn about and implement		The District will increase number of opportunities provided annually by 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	social emotional learning.	social emotional learning.	social emotional learning.		
Diversification of Curriculum - Student Survey	In 2020-21, the District surveyed students and 67% said their culture and community are represented and valued in their classes, and 51% said they have read about their culture, identity, and/or community in their classes.	In 2021-22, the District surveyed 10,000 students and 66.2% said their culture and community are represented and valued in their classes, and 58.1% said they have read about their culture, identity, and/or community in their classes.	In 2022-23, the District surveyed over 11,000 students and 68.5% said their culture and community are represented and valued in their classes, and 60.1% said they have read about their culture, identity, and/or community in their classes.		The District will increase the percentage of students who say their culture and community are represented and valued in their classes, and who say they have read about their culture, identity, and/or community in their classes by 2% annually.
Professional Learning Opportunities to Support and Improve Instruction for English Learners	In 2020-21, the District provided 20 professional learning opportunities for teachers of ELs.	In 2021-22, the District provided 26 professional learning opportunities for teachers of ELs.	In 2022-23, the District provided 152 professional learning opportunities for teachers of ELs.		Increase number of opportunities provided annually by 1%.
California Assessment of Student Performance and Progress (CAASPP) ELA	The District's performance levels on English Language Arts was reported as GREEN on the Dashboard in 2019. <ul style="list-style-type: none"> 2019 ELA Results - 38.4 Above 	Most recent data: 2021 Performance on the CAASPP ELA <ul style="list-style-type: none"> % of students who Met or Exceeded Standards All Students - 68.48% EL - 15.24% SED/LI - 62.97% 	2022 Performance on the CAASPP ELA <ul style="list-style-type: none"> % of students who Met or Exceeded Standards All Students - 66.51% EL - 13.89% SED/LI -59.74% 		The Districtwide achievement on ELA CAASPP will increase by 2 points above standard annually for all students and maintain a performance level of GREEN.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Standard (+7) GREEN</p> <ul style="list-style-type: none"> 2019 ELA All Students - 32% Exceeded, 34% Met, 20% Nearly, 14% Not 2019 ELA EL-1% Exceeded, 7% Met, 30% Nearly, 63% Not 2019 ELA SED/LI - 24% Exceeded, 35% Met, 24% Nearly, 17% Not <p>*The 2020 administration of CAASPP was suspended due to the COVID-19 pandemic.</p>	<p>The Mean Scaled Student Score improved 12.5 points in 2021 (2632.8 points)</p> <ul style="list-style-type: none"> 2021 ELA Results All Students Exceeded Standards - 35.97% Met Standards - 32.51% Nearly Met Standards - 20.03% Did Not Meet Standards - 11.49% 2021 ELA Results EL Students Exceeded Standards - .95% Met Standards - 14.29% Nearly Met Standards - 37.14% Did Not Meet Standards - 47.62% 2021 ELA Results SED/LI Students 	<p>The Mean Scaled Student Score improved 40 points in 2022 (5234 points)</p> <ul style="list-style-type: none"> 2022 ELA Results All Students Exceeded Standards - 33.81% Met Standards -32.7% Nearly Met Standards -19.36% Did Not Meet Standards -14.13% 2022 ELA Results EL Students Exceeded Standards - 2.78% Met Standards - 11.11% Nearly Met Standards -32.10% Did Not Meet Standards -54.01% 2022 ELA Results SED/LI Students Exceeded Standards - 27.75% 		<ul style="list-style-type: none"> ELA Results - 40.4 Above Standard <p>ELA All Students - 34% Exceeded, 34% Met, 20% Nearly, 14% Not</p> <ul style="list-style-type: none"> ELA EL- 3% Exceeded

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Exceeded Standards - 28.60% Met Standards - 34.37% Nearly Met Standards - 23.70% Did Not Meet Standards - 13.34%	Met Standards - 31.99% Nearly Met Standards -22.72% Did Not Meet Standards -17.54%		
CAASPP Math	<p>The District's performance levels on math was reported as GREEN on the Dashboard. The average math score improved 5.9 points in 2019.</p> <ul style="list-style-type: none"> 2019 Math Results - 38.1 Below Standard (+5.9) GREEN 2019 Math All Students - 15% Exceeded, 23% Met, 26% Nearly, 36 % Not 2019 Math EL- 2% Exceeded, 4% Met, 11% 	<p>Most recent data: 2021 Performance on the CAASPP Math</p> <p>% of students who Met or Exceeded Standards</p> <p>All Students - 44.46% EL - 17.76% SED/LI - 37.13%</p> <p>The Mean Scaled Student Score improved 23 points in 2021 (2610.7 points)</p> <ul style="list-style-type: none"> 2021 Math Results All Students <p>Exceeded Standards - 19.01% Met Standards - 25.45% Nearly Met Standards - 26.67%</p>	<p>Most recent data: 2022 Performance on the CAASPP Math</p> <p>% of students who Met or Exceeded Standards</p> <p>All Students - 30.77% EL - 8.66% SED/LI -23.73%</p> <ul style="list-style-type: none"> 2022 MATH Results All Students <p>Exceeded Standards - 12.8% Met Standards - 17.9% Nearly Met Standards - 24.06% Did Not Meet Standards - 45.17%</p>		<p>The District-wide achievement on MATH CAASPP will increase by 2 points above standard annually for all students and maintain a performance level of GREEN.</p> <ul style="list-style-type: none"> Math Results - 40.1 Above Standard Math All Students - 17% Exceeded, 25% Met, 26% Nearly, 36% Not Math EL - 4% Exceeded

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Nearly, 83% Not</p> <ul style="list-style-type: none"> 2019 SED/LI Math- 10% Exceeded, 20% Met, 27% Nearly, 43% Not <p>*The 2020 administration of CAASPP was suspended due to the COVID-19 pandemic.</p>	<p>Did Not Meet Standards - 28.87%</p> <ul style="list-style-type: none"> 2021 Math Results EL Students Exceeded Standards - 3.74% <p>Met Standards - 14.02%</p> <p>Nearly Met Standards - 28.97%</p> <p>Did Not Meet Standards - 53.27%</p> <ul style="list-style-type: none"> 2021 Math Results SED/LI Students Exceeded Standards - 13.52% <p>Met Standards - 23.61%</p> <p>Nearly Met Standards - 28.76%</p> <p>Did Not Meet Standards - 34.10%</p>	<ul style="list-style-type: none"> 2022 MATH Results EL Students Exceeded Standards - 2.79% <p>Met Standards -5.87%</p> <p>Nearly Met Standards -9.22%</p> <p>Did Not Meet Standards -82.12%</p> <ul style="list-style-type: none"> 2022 MATH Results SED/LI Students Exceeded Standards - 8.95% <p>Met Standards - 14.78%</p> <p>Nearly Met Standards -23.81%</p> <p>Did Not Meet</p>		<ul style="list-style-type: none"> Math SED/LI - 12% Exceeded
Graduation Rate	<p>2018-19 Graduation Rate Indicator on California School Dashboard</p> <p>ALL - 90.3% - YELLOW</p>	<p>Graduation Rate California School Dashboard Graduating Class of 2021</p> <p>All - 87.8%</p>	<p>Graduation Rate for Graduating Class of 2022</p> <p>All - 91.6%</p> <p>EL - 71.8%</p> <p>SED/LI - 90.4%</p>		<p>Graduation rates will increase annually by .1% for all student groups and/or achieve a GREEN (high) or BLUE (very high) performance level on</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EL - 74.2% - ORANGE SED/LI (LI) - 89.3% - GREEN SWD - 76.1% - YELLOW Afr. Amr. - 89.8% - YELLOW American Indian - 90% - NPC Asian - 94% - GREEN Filipino - 100% - BLUE Hispanic - 89.2% - YELLOW Pacific Islander - 96.7% - NPC 2 or more - 96.7% - BLUE White - 90.4% - ORANGE Foster Youth - 84.2% - GREEN Homeless - 83.9% - GREEN *The 2020 CA Dashboard was suspended due to the COVID-19 pandemic.	EL - 70.0% SED/LI - 85.8% SWD - 70.0% Afr. Amr.- 88.7% American Indian - 90% Asian - 94.5% Filipino - 97.5% Hispanic - 85.8% Pacific Islander - 94.1% 2 or more - 91.2% White - 91.1% Foster Youth - 56.1% Homeless - 76.0%	SWD - 78.8% African American 91.2% American Indian - 95.2% Asian - 95.7% Filipino - 98.4% Hispanic - 91.1% Pacific Islander - 89.37% 2 or More - 93.2% White - 92.5% Foster Youth -70.9% Homeless - 83.7% Source: CA Dashboard		the California School Dashboard.
Suspension Rate	2018-19: The suspension rate increased to 5.3% as	The CA Dashboard did not report student outcomes for the	2021-22: The suspension rate increased to 6% as reported on the CA		The District will reduce suspension rate by .1% as reported on

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>reported on the CA School Dashboard.</p> <p>Suspension Rate Indicator on California School Dashboard by student group: (Percentages reflect students who were suspended at least once.)</p> <p>ALL - ORANGE (5.3%) EL - ORANGE (7.3%) SED/LI - ORANGE (6.2%) SWD - RED (9.8%) Afr. Amer. - RED (9.2%) American Indian - YELLOW (4.2%) Asian - BLUE (1.3%) Filipino - YELLOW (2.2%) Hispanic - ORANGE (5.6%) Pacific Islander - GREEN (4.4%) 2 or more - ORANGE (6.8%) White - YELLOW (3.8%) Foster Youth - ORANGE (20.8%)</p>	<p>Suspension Rate State Indicator.</p> <p>Most recent local suspension data: 2021-2022 total number of suspensions - 1996</p>	<p>School Dashboard, with a rating of Medium.</p> <p>Suspension Rate Indicator on California School Dashboard by student group: (Percentages reflect students who were suspended at least once.)</p> <p>ALL - MED, 6% EL - High, 8.3% SED/LI - High, 7.3% SWD - Very High, 9.9% Afr. Amer. - Very High, 10.7% American Indian - Very High, 9.2% Asian - Low, 2% Filipino - Low, 2.4% Hispanic - High, 6.4% Pacific Islander - High, 9.1% 2 or more - Med, 4.2% White - Med, 3.6% Foster Youth - Very High 22.1% Homeless - Very High 9.4%</p>		<p>Dataquest. The District will decrease suspension rate annually and/or improve by one performance level for each student group on the California School Dashboard.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Homeless - ORANGE (7.1%) *The Dashboard was suspended in 2020				
A-G Completion Rate	In 2019-2020, ALL - 72% EL - 12.6% / RFEP 69.2% SED/LI) - 66.1% SWD - 16.9% Afr. Amr. - 63.8% Amer. Indian - 50% Asian - 87.6% Filipino - 92.4% Hispanic - 61.6% Pacific Islander - 57.1% 2 or more - 72.1% White - 72.8% Foster Youth - 11.8% Homeless - 48.7% *Preliminary local data for 2021, ALL - 70% (this data will be effected by some seniors completing coursework through the summer)	In 2020-2021 All - 69.0% EL -30.7% SED/LI - 64.4% SWD - 19.8% Afr. Amr. - 63.9% Amer. Indian - 58.8% Asian - 86.9% Filipino - 88.8% Hispanic - 65.0%% Pacific Islander - 62.5% 2 or more - 74.8% White - 75.9% Foster Youth - % Homeless - % *Preliminary local data for 2022 ALL - 62.1% (this data will be affected by some seniors completing coursework through the summer)	In 2021-2022 All - 64.7% EL - 36.2% SED/LI - 58.7% SWD - 26.1% Afr. Amr. - 59.2% Amer. Indian - 45.0% Asian - 82.9% Filipino - 86.3% Hispanic - 60.4% Pacific Islander - 61.5% 2 or more - 72.7% White - 73.3% Foster Youth - 25.0% Homeless - 45.1% *Preliminary local data for 2023 ALL 64.4% (this data will be affected by some seniors completing coursework through the summer) SOURCE: LOCAL DATA		The A-G completion rate for all students will increase by 1% annually. (ALL - 73%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Instructional Coaches	Teachers continue to be challenged with adjusting their instruction to address learning loss, building community in the classroom, and implementing equitable grading practices as students return to in-person instruction. Furthermore, the impact of the COVID-19 pandemic on unduplicated student groups learning and achievement was greater in comparison to their peers; in response, the District has expanded its team of instructional coaches to address the disparities of learning loss among SED/LI students, ELs, and FY groups to support their transition to in-person instruction. The District's Director of Instruction will work alongside the instructional coaches to provide professional learning workshops, one-on-one coaching, team support, and remain abreast of current research to provide comprehensive instructional support to teachers and staff for the purpose of providing effective instruction and improving unduplicated students' academic performance as measured by the CAASPP ELA and math.	\$1,675,410.00	Yes
2.2	ELD Coach, PD, Read 180, Accelerated English, ELlevation, ELD Achievement Team Collaboration	EL coach provides structured instructional and collaboration support for ELD, English Literacy 180, ELlevation, and Accelerated English teachers for the purpose of improving the academic supports and interventions provided to ELs to improve their outcomes outlined in the CAASPP ELA and the ELPAC.	\$264,798.00	Yes
2.3	Induction Mentors	Induction Mentors provide instructional support and mentorship for new teachers, interns, and pre-interns to develop the professional skills of Teacher Candidates, to assist them as they clear their credentials, and to provide them with classroom support and guidance. The mentorship provided focuses on effective classroom	\$584,077.00	No

Action #	Title	Description	Total Funds	Contributing
		instruction, relationship building, and identifying student needs to support improved student outcomes on the CAASPP and on school climate and culture as measured by the locally administered school climate survey.		
2.4	PD: Content-Based Collaboration Teams, AP/Honors Collaborations, Wednesday Workshops, Summer School, Rtl, Feeder District Articulation, Induction PD	The District will provide job-embedded professional learning opportunities for teachers centered on effective collaboration, differentiating instruction for honors/AP students, articulation, new teacher mentorship, and utilizing technology to leverage innovative instruction. Additionally, the District will continue to support the implementation of Canvas and teachers' understanding of how best to use the platform for supporting student learning. In social science, the District will provide opportunities for teachers to better understand the State Seal of Civic Engagement and dedicated time and resources toward the development of a plan for implementation.	\$199,500.00	No
2.5	Special Education Coach and Professional Learning Focused on Supporting Students with Diverse Learning Needs	The Special Education Instructional Coach will implement specialized professional learning for education specialists and paraprofessionals in the areas of interventions, learning supports, the collaboration model, and Universal Design for Learning (UDL) for the purpose of increasing academic supports and interventions for students with learning disabilities as measured by the inclusion rate, freshmen success rate, and the CAASPP ELA and Math. *Needs to be increased by EEBG allotment	\$148,383.00	No
2.6	PD: Mentorship Program	The Instruction Division will provide professional learning to peer mentors and teachers of ELs in math, science, and English in order to facilitate effectively incorporating peer mentors into the classroom for improved outcomes for ELs. Peer mentors will provide academic support in core academic classes to advance student achievement as measured by the A-G completion and graduation rate.	\$23,957.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Instructional Technology for Staff	The District provides quality, functional instructional technology to teachers and support staff to ensure that students receive effective instruction when technology plays a role in teaching and learning. Upgrades, maintenance, and repairs are completed in a timely manner to ensure there is no disruption to instruction by the Information Technology team.	\$150,000.00	No
2.8	Equity/Anti-Bias/Anti-Racism and Curricular Diversification Professional Learning	The District's Instruction Division will provide comprehensive professional learning that addresses anti-racist and equity-focused instructional practices. Professional learning will focus on diversifying the curriculum, anti-bias training, and culturally responsive and sustaining pedagogical practices for the purpose of creating inclusive and supportive classrooms for unduplicated students to decrease the suspension rate, and to decrease disparities in unduplicated student outcomes as reflected in the A-G completion rate.	\$72,701.00	No
2.9	Computer Science, Robotics and TCELL/Career Pathway Development	The District will provide professional learning to support teachers and counselors and provide collaboration time for teachers creating curriculum and infusing the career readiness Technical, Career Exploration, Learning, and Life Skills (TCELL) framework District-wide in order to expand opportunities for students to gain critical skills in computational and robotic thinking, as well as in the development of career pathways.	\$10,000.00	No
2.10	Standards-Based Grading	The Instruction Division will provide teachers with professional learning and collaboration time to develop and align their curriculum and grading practices into a standards-based grading model to implement effective feedback and grading practices. The standards-based grading system helps to address the inequities that exist within grading practices that significantly impact the academic achievement of ELs, SED/LI, and foster youth students. The professional learning and collaboration time will provide teachers time to reflect and address these inequities to principally support the academic outcomes of ELs,	\$200,000.00	No

Action #	Title	Description	Total Funds	Contributing
		SED/LI, and FY as evidenced by an increase in graduation rate and CAASPP ELA and Math performance.		
2.11	Social-Emotional Learning (SEL) Support and Implementation	Each campus will have up to five SEL site-based leaders whose primary role will be to develop curriculum and design professional learning opportunities for teachers at their site for the purpose of expanding SEL integration across the campus and cultivate a positive learning environment as measured by the school climate survey. The District will provide SEL workshops for teachers and paraprofessionals to continue to develop and implement SEL practices into their classrooms.	\$107,301.00	No
2.12	Virtual Teaching Professional Learning	The Instruction Division will provide specialized professional learning for teachers who will be providing instruction virtually to improve teachers' understanding of effective online instruction and ensure students have rigorous and engaging instruction in this model.	\$10,000.00	No
2.13	Ethnic Studies Course Development	The Instruction Division will provide collaboration and learning opportunities for teams of teachers to develop and implement ethnic studies courses on campuses across the District in accordance with the state legislature to ensure students are represented in the curriculum.	\$40,000.00	No
2.14	Trauma-Informed Schools (new action added May of 2023)	The District will provide professional learning for all staff on utilizing trauma-informed practices in order to prioritize creating a compassionate, safe, and inclusive campus environment that supports students' healing, growth, and academic success. Trauma-informed practices emphasize self-regulation techniques for both students and educators. Educators will develop a deep understanding of trauma and its effects on students. Staff will learn how to differentiate instruction to accommodate the diverse needs of trauma-affected students.	\$515,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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.

- 2.1: Instructional Coaches - This action was fully implemented. The District provides seven instructional coaches whose role is to provide ongoing professional learning.
- 2.2: ELD Coach, PD, Read 180, AE, ELD Achievement Team Collaboration - This action was fully implemented. The District provides an EL Instructional coach to provide ongoing professional learning to teachers of EL students and targeted professional learning community support for these teachers.
- 2.3: Induction Mentors - This action was fully implemented. The District provided three fully-released Induction Mentors to mentor and support teachers new to the profession and to clear their credentials.
- 2.4: PD: Content-Based Collab Teams, AP/Honors Collab, Wed. Workshops, Summer School, Rtl, Feeder District Articulation, Induction PD - This action was fully implemented. The District provided substantial funding to support teachers' professional learning and collaboration needs. This coach worked with the rest of the instructional coaching team to provide professional learning on integrated supports in the classrooms for EL students.
- 2.5: Sped Coach and Professional Learning Focused on Supporting Students with Diverse Learning Needs - This action was fully implemented. The District provided an instructional coach to specifically target and support teachers of students with disabilities. This coach worked with the rest of the instructional coaching team to provide professional learning on integrated supports in the general education classrooms for SWD.
- 2.6: PD: Mentorship Program - This action was fully implemented. The District provided college mentors in the classroom to improve the academic achievement of EL, SED/LI, FY and HY students.
- 2.7: Instructional Technology for Staff - This action was fully implemented. Staff continued to be provided with the necessary technology to provide effective and modern instruction.
- 2.8: Equity/Anti-Bias/Anti-Racism and Curricular Diversification Professional Learning - This action was nearly implemented fully. The District provided professional learning to address teachers' learning in the areas of anti-bias and culturally-responsive pedagogical practices.
- 2.9: Computer Science/Robotics - This action was fully implemented. The District continued to provide opportunities for teachers to develop computer science, robotics and TCELL-related programs.
- 2.10: Standards-Based Grading - This action was nearly implemented fully. The District provided professional learning and targeted support for teachers implementing standards-based grading but did not expand to the extent desired.
- 2.11: Social-Emotional Learning (SEL) Support and Implementation - This action was fully implemented. The District provided targeted professional learning on how to integrate SEL curriculum and practices into their classrooms.

- 2.12: Virtual Teaching Professional Learning - This action was not implemented fully as virtual teaching was not needed to the extent it was originally believed to be needed.
- 2.13: Ethnic Studies Course Development - This action was nearly implemented. The District convened an Ethnic Studies Task Force to plan and develop the District's plan for implementing ethnic studies but there is still much to be developed.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- 2.4: Additional professional development opportunities were provided.
- 2.8: Additional professional development opportunities and related services were provided.
- 2.10: Less participation resulted in overall lower costs.
- 2.11: Additional SEL implementation services were utilized.
- 2.12: Less participation resulted in overall lower costs.

An explanation of how effective the specific actions were in making progress toward the goal.

- 2.1-2.5: These actions were effective as the responses indicated in the staff satisfaction survey with an increase of 25% in staff satisfaction. These actions reflect the instructional coaching team and induction mentors whose role is to provide professional learning, mentoring, and support for new and veteran teachers. Staff are surveyed annually at the end of the year to determine the level of satisfaction they feel regarding the quality of professional learning predominantly provided by the coaching team.
- 2.4: This action was effective as indicated on the local indicator survey data but not as effective as indicated by CAASPP data.
- 2.3 and 2.6: These actions were not as effective as the District continues to need to improve services for EL students to support CAASPP outcomes, but they were more effective in the growth gained in the A-G and graduation rates for ELs.
- 2.7: This action was effective in that staff was provided with comprehensive instructional technology. The District will continue to survey teachers as to need and to update existing technology and platforms to ensure that students have the opportunity to engage with technology for their own learning needs.
- 2.8: This action was effective as the metric on the student survey indicated. Students continue to see themselves reflected in the curriculum they study, and teachers are improving the way that they support students of color, SWD, and ELs.
- 2.9: This action was effective as students developed their robotics skills, the District hosted its first District-wide robotics competition, and the TCELL survey is in place to measure seniors' self-reflections in their TCELL preparedness.
- 2.10: This action was effective as the District increased the number of teachers who integrated standards-based grading into their classrooms.
- 2.11: This action was effective as it increased opportunities for staff to develop skills in integrating SEL strategies and curriculum.
- 2.12: This action was ineffective in that it simply was not needed in a broad way to support virtual teaching.

- 2.13: This action was effective because the District made progress on implementing ethnic studies by funding and supporting a PLC for the Ethnic Studies Task Force (ESTF) and conferences for ESTF members to attend.

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.

- Increased funding for Action 2.3 - This action provides the salaries of fully-released Induction mentors and for the professional learning and mentorship offered to new teachers clearing their credentials. The District will see additional funding in the 2023-24 LCAP due to increases in salaries and an increase need by teachers for collaboration time.
- Increased funding for Action 2.11 - The need for comprehensive SEL support throughout 2022-23 prompted an increase in the spending for 2023-24. Funding from the Educator Effectiveness Block Grant allowed the District to expand services offered and planned.
- Decreased funding for 2.12, Virtual Teaching Professional Learning as there is not a substantial need to provide ongoing training for teachers in a virtual format.
- An adjustment to services offered in Action 2.13: Rather than focusing solely on robotics and computer science, we are expanding the action to include career pathway development, collaboration and guidance for CTE teachers and counselors.
- In light of the struggle to see improvements in the suspension rate, and to increase students' sense of safety and value, the District added action 2.14 - "Trauma-Informed Practices" for the 23-24 LCAP. This substantial investment will support teachers' capacity to respond to student behaviors, promote self-regulation in both teachers and students, and improve the sense of community and connectedness felt across campus.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	CJUHSD will provide a safe and caring learning environment that promotes and fosters student engagement, social-emotional well-being, diversity, equity, and inclusion.

An explanation of why the LEA has developed this goal.

Promoting a safe and caring learning environment is the expectation of the District's educational partners and community as evidenced by educational partner survey responses and site team discussion feedback. Focus groups with educational partners, African American Parent Advisory Committees, Parent Advisory Committee and District English Language Advisory Committee affirmed this goal as a priority in response to the significant impact of the COVID-19 pandemic on students' physical and psychological safety and the continuous efforts of the District to achieve equity and inclusion for all students. Additionally, this goal supports State Priorities 1 (Basic Services), 5 (Pupil Engagement), and 6 (School Climate). The District is committed to expanding upon the mental health services available for students, increasing student opportunities to connect with their schools, accelerating students' progress toward recovery, expanding learning opportunities, and providing targeted support to unduplicated pupils through ongoing mentorship programs. The District will also sustain the implementation of intervention programs and support to reduce suspension, dropout, and expulsion rates.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher Caseload	In 2020-21, the Average Class Size was 28.7/180.	In 2021-2022, the Average Class Size was 30.6.	In 2022-2023, the Average Class Size was 29.6.		The District will maintain appropriate caseloads to support effective instruction and improve student achievement. Average Class Size: 28.7/180
Suspension Rate	2018-19: The suspension rate increased to 5.3% as	The 2021 CA Dashboard did not report student	2021-22: The suspension rate increased to 6% as		The District will reduce suspension rate by .1% as

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>reported on the CA School Dashboard.</p> <p>Suspension Rate Indicator on California School Dashboard by student group: (Percentages reflect students who were suspended at least once.)</p> <p>ALL - ORANGE (5.3%) EL - ORANGE (7.3%) SED/LI - ORANGE (6.2%) SWD - RED (9.8%) Afr. Amer. - RED (9.2%) American Indian - YELLOW (4.2%) Asian - BLUE (1.3%) Filipino - YELLOW (2.2%) Hispanic - ORANGE (5.6%) Pacific Islander - GREEN (4.4%) 2 or more - ORANGE (6.8%) White - YELLOW (3.8%) FY - ORANGE (20.8%)</p>	<p>outcomes for the Suspension Rate State Indicator.</p> <p>Most recent local suspension data: 2021-2022 total number of suspensions - 1996</p>	<p>reported on the CA School Dashboard, with a rating of Medium.</p> <p>Suspension Rate Indicator on California School Dashboard by student group: (Percentages reflect students who were suspended at least once.)</p> <p>ALL - MED, 6% EL - High, 8.3% SED/LI - High, 7.3% SWD - Very High, 9.9% Afr. Amer. - Very High, 10.7% American Indian - Very High, 9.2% Asian - Low, 2% Filipino - Low, 2.4% Hispanic - High, 6.4% Pacific Islander - High, 9.1% 2 or more - Med, 4.2% White - Med, 3.6% FY - Very High 22.1% Homeless - Very High 9.4%</p>		<p>reported on Dataquest. The District will decrease suspension rate annually and/or improve by one performance level for each student group on the California School Dashboard.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Homeless - ORANGE (7.1%) *The Dashboard was suspended in 2020				
School Climate Survey	<p>The District will focus on two foundational questions for this metric:</p> <ul style="list-style-type: none"> • "I feel safe at this school." • 20% of students strongly agree with this statement • 70% of students agree with this statement • "My teachers care about me." • 19% of students strongly agree with this statement 	<p>School Climate Survey (Administered June 2022)</p> <p>The District will focus on two foundational questions for this metric:</p> <ul style="list-style-type: none"> • "I feel safe at this school." • 15.34% of students strongly agree with this statement • 72.50% of students agree with this statement • "My teachers care about me." • 17.12% of students strongly 	<p>School Climate Survey (Administered through the LCAP in April 2023)</p> <p>The District will focus on two foundational questions for this metric:</p> <ul style="list-style-type: none"> • "I feel safe at this school." <p>14.10% of students strongly agree with this statement, a decrease of 1.24% 72.85% of students agree with this statement, an increase of .35%</p> <ul style="list-style-type: none"> • "My teachers care about me." <p>15.78% of students strongly agree with this statement 70.72% of students agree with this</p>		<p>The District will increase the overall affirming statements (strongly agree and agree) by .1% annually.</p> <p>The District will annually review the results of the school climate survey to maintain and/or expand services based on student needs.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> 67% of students agree with this statement <p>*The data reflected here is from the 2018-2019 school year. Due to the school closures as a result of the COVID-19 pandemic, this survey was not administered in the 20-21 school year. The District will need to re-develop a school climate survey to accurately identify student needs upon the return to in-person instruction.</p>	<p>agree with this statement</p> <ul style="list-style-type: none"> 69.75% of students agree with this statement 	statement		
Attendance Rate	<p>2019-2020: (data collected through March 8, 2020, prior to school closures due to COVID-19 Pandemic)</p> <p>Attendance Rate - 96.29%</p> <p>*In 2020-2021, attendance rate data</p>	<p>2021-2022: (local data collected through Month 10)</p> <p>Attendance Rate - 91%</p>	<p>2022-2023: (local data collected through Month 10)</p> <p>Attendance Rate - 93.1%</p>		The District will increase student attendance rate by .1% annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	was not collected due to the COVID-19 pandemic, and instead, attendance statutes changed to reflect engagement rate.				
Facilities Inspection Tool	In 2020-2021, CJUHSD achieved an "exemplary" rating on the Facilities Inspection Tool (FIT) at each site.	In 2021-2022, CJUHSD achieved an "exemplary" rating on the Facilities Inspection Tool (FIT) at each site.	In 2022-2023, CJUHSD achieved an "exemplary" rating on the Facilities Inspection Tool (FIT) at each site.		The District will achieve an exemplary rating on the Facilities Inspection Tool (FIT) annually.
Dropout Rate	2019-20: Dropout Rate - 4.4% *The Dashboard was suspended in 2020	The 2021 CA School Dashboard did not report student outcomes for the Dropout Rate Indicator DataQuest Reported Data Four-Year Adjusted Cohort Data 2020-2021: 6.5%	2021-22: Dropout Rate - 5.7% Source: DataQuest		The District will reduce the dropout rate by .1% annually as reported on Dataquest.
Expulsion Rate	2019-20: Expulsion Rate - 0.11% *The Dashboard was suspended in 2020	The 2021 CA School Dashboard did not report student outcomes for the Expulsion Rate Indicator	2021-22: Expulsion Rate - 0.2% Source: CA School Dashboard		The District will reduce the expulsion rate by .1% annually as reported on Dataquest.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Local expulsion data: 2021-2022 total number of expulsions - 50			
Chronic Absenteeism Rate	In 2020-2021, 45.3% of students were absent 10% or more of the school year.	In 2021-2022, 29% of students were absent 10% or more days of the school year.	In 2022-2023, 25% of students were absent 10% or more days of the school year.		The District will reduce the chronic absenteeism rate by 1% annually as reported on CALPADS.
Graduation Rate	2018-19 Graduation Rate Indicator on California School Dashboard ALL - 90.3% - YELLOW EL - 74.2% - ORANGE SED/LI - 89.3% - GREEN SWD - 76.1% - YELLOW Afr. Amr. - 89.8% - YELLOW American Indian - 90% - NPC Asian - 94% - GREEN Filipino - 100% - BLUE Hispanic - 89.2% - YELLOW	Graduation Rate California School Dashboard Graduating Class of 2021 All - 87.8% EL - 70.0% SED/LI - 85.8% SWD - 70.0% Afr. Amr.- 88.7% American Indian - 90% Asian - 94.5% Filipino - 97.5% Hispanic - 85.8% Pacific Islander - 94.1% 2 or more - 91.2% White - 91.1% FY - 56.1% Homeless - 76.0%	Graduation Rate for Graduating Class of 2022 All - 91.6% EL - 71.8% SED/LI - 90.4% SWD - 78.8% African American 91.2% American Indian - 95.2% Asian - 95.7% Filipino - 98.4% Hispanic - 91.1% Pacific Islander - 89.37% 2 or More - 93.2% White - 92.5% FY -70.9% Homeless - 83.7% Source: CA Dashboard		Graduation rates will increase annually by .1% for all student groups and/or achieve a GREEN (high) or BLUE (very high) performance level on the California School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Pacific Islander - 96.7% - NPC 2 or more - 96.7% - BLUE White - 90.4% - ORANGE FY - 84.2% GREEN Homeless - 83.9% - GREEN *The 2020 CA Dashboard was suspended due to the COVID-19 pandemic.				

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Executive Director of Equity and Inclusion	The role of the District's Executive Director of Equity and Inclusion is to ensure that SED/LI, FY, and EL student groups have equitable access to programs and services to improve the performance level as reflected on the CA School Dashboard in the areas of academic performance and conditions and climate as measured by the suspension rate. The Executive Director of Equity and Inclusion will establish and work collaboratively with a Student Diversification Task Force to promote a positive school climate, will ensure the Anti-Racist Equity Resolution is adhered to and the actions outlined in the resolution are carried out, and establish an African American Parent Advisory Council (AAPAC) at every comprehensive high school and the Alternative Education Center within the District to promote family engagement and work in partnership to address the achievement disparities among unduplicated student groups.	\$65,884.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Home-to-School Transportation	The District's Transportation Department provides home-to-school transportation principally directed for unduplicated students who live in specified areas to ensure they can attend school daily and have access to in-person instruction thus improving the student attendance rate.	\$2,908,407.00	Yes
3.3	Health and Safety	The District will provide training to all safety and health personnel in the areas of social-emotional learning, mental health, restorative justice, and cultural proficiency to maintain students' physical and psychological safety. This training will equip the safety and health personnel with the strategies and skills to intervene, redirect, and de-escalate student behaviors in an effort to reduce the suspension rate.	\$32,729.00	No
3.4	Foster Youth and SED/LI Student Outreach Support	The District will provide support education and resources for FY and SED/LI students. The District employs three Outreach Consultants to provide ongoing mentoring services for these students and ensure FY and SED/LI students have access to the academic resources and essential resources they need to be successful in school. The Outreach Consultants also monitor student progress towards graduation and implement interventions along with school site staff to improve attendance rates.	\$619,598.00	Yes
3.5	Site Administrative Support	The District employs Assistant Principals of Achievement (APAs) to provide services that help FY and SED/LI students and families. APAs monitor student progress, lead Response to Intervention committees on each campus, and meet with students, families, and site staff to determine services and/or interventions that support unduplicated students' academic success as measured by the graduation rate and A-G completion. The APAs work with FY mentorship programs to ensure foster students have the appropriate supports in place to promote their academic success. Additionally, they work with the District Outreach services department to connect SED/LI students to essential resources to ensure student well-being and monitor students'	\$5,641,619.00	Yes

Action #	Title	Description	Total Funds	Contributing
		academic progress. The District also employs an additional administrator, the AP of Student Services, at each comprehensive high school to foster and monitor student growth and provide administrative support.		
3.6	Mental Health Services for Students	The District will maintain while attempting to expand, mental health services based on need as determined by the annual school climate survey results to support students. The District offers services through Marriage and Family Therapy (MFT) associates and trainees, and classified Behavioral Assistants, and School Psychologists, and Community Health Education Workers (CHEW) at four sites to principally support FY, EL, and SED/LI students and families seeking mental health services. The MFT staff provides training to all faculty in suicide prevention. They also form crisis teams that report to schools when an incident requires the need for enhanced mental health services. The District will continue to provide comprehensive counseling support. The District committed to comprehensive mental health supports across the District to ensure unduplicated students have access to high-quality counseling services.	\$6,965,449.00	Yes
3.7	Special Programs Support and Counseling Services	The District will provide program support services for all student populations. This includes funding for a special education director, instructional assistants, and clerical support to provide assistance and support for students with disabilities, especially to help them be successful as they are included in the general education programs. The District provides textbooks and instructional materials that support all student populations. Additionally, the District provides all sites with the materials required to ensure students with disabilities are appropriately assessed using delineated assessment tools, including the Woodcock-Johnson Reading Assessment (WJR) and Behavior Assessment System for Children (BASC), among others.	\$681,456.00	No

Action #	Title	Description	Total Funds	Contributing
3.8	Foster Youth Mentorship Services	The District will provide increased services at all school sites that offer leadership development, one-on-one, and group mentoring for FY, Homeless students, and Unaccompanied youth, through the California Youth Connection and the SB County Family Services Department. These will also be provided with additional educational opportunities including field trips to local colleges, universities, and museums to improve the A-G completion rate, reduce the suspension rate of these student groups and improve their attendance rate. Furthermore, the District will sponsor an evening with a motivational speaker, food, and recognition awards during the holidays that provide FY with a positive experience.	\$65,000.00	Yes
3.9	Facilities Improvement and Maintenance	The District strives to continue to maintain or improve facilities to exemplary levels by supporting a full-time Maintenance department that responds to all needs of each site to ensure that all facilities remain safe, functional, and in good repair. The District will hire additional custodians to provide increased custodial services at schools that serve a high number of unduplicated students.	\$11,455,062.00	No
3.10	Teacher Caseloads	The District works to maintain teacher caseloads to increase engagement as appropriate in collaboration with associations to provide the best possible classroom scenarios for unduplicated students and teachers. Maintaining teacher caseloads increases the ability of the teacher to provide targeted academic support to SED/LI, FY, and ELs and build strong relationships to further support their learning and improve their academic performance on the CAASPP in ELA and Math and improve the attendance rate.	\$5,338,926.00	Yes
3.11	Services to Promote Social-Emotional Well-Being	The District will provide ongoing staff training in Positive Behavioral Interventions and Supports (PBIS), Social-Emotional Learning (SEL), Cultural Proficiency (Anti-Defamation League), and Restorative Justice to improve the school climate and reduce the suspension rate of unduplicated students. The District will continue to support	\$509,645.00	Yes

Action #	Title	Description	Total Funds	Contributing
		increased access to mental health, wellness, and preventative support programs through the support of Peer Counseling programs, mental health fairs, Tier II therapy services, professional development, parent engagement opportunities focusing on student social-emotional well-being, and strong partnerships with local colleges, universities, and organizations that principally yield benefits for unduplicated student groups. The COVID-19 pandemic significantly impacted SED/LI, FY, and ELs, and the District is committed to ensuring they have access to supports that will support their reintegration to campus.		
3.12	Behavior Intervention Specialists	The District will contract with a local social service agency to provide specially trained staff to collaborate with District staff to support student mental health and the coordination of resources, especially for traditionally underrepresented students significantly impacted by the COVID-19 pandemic. The District is committed to ensuring these students have access to supports that will support their reintegration to campus. Behavioral Intervention Specialists will provide interventions for students who are experiencing both episodic challenges and more complex situations including anger management, substance use, grief and loss, self-esteem, defiance, and motivation.	\$1,372,600.00	No
3.13	Student Leadership Training	The District will provide targeted student leadership training to address students' overall sense of self-efficacy in promoting and sustaining a safe and inclusive campus culture which will allow students to feel seen and valued, thus promoting their overall mental health and connectedness to their communities. These trainings will be targeted at supporting ELs, FY, and SED/LI students, as well as with SWD and students of color. This action will be measured through the campus and climate survey,	\$106,000.00	Yes

Goal Analysis [2022-23]

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.

- 3.1 - Executive Director of Equity and Inclusion - This action is fully implemented. The Executive Director supports the District's direction and provides support to sites on how to address disparities in outcomes across student groups.
- 3.2 - Home-to-School Transportation - This action is fully implemented. A District priority is to annually assess the routes that will provide transportation to the students who would otherwise struggle arriving to campus safely and in a timely manner.
- 3.3 - Health and Safety - This action is fully implemented. The District provided training in physical and mental wellness across a variety of certificated and classified employee groups.
- 3.4 - Foster Youth and SED/LI Student Outreach Support - This action is fully implemented. The District continues to provide Outreach Consultants whose primary role is to provide mentorship, services, and academic supports to its FY and SED/LI students.
- 3.5 - Site Administrative Support - This action is fully implemented. The District expanded its administrative team to provide an Achievement Office and a Student Services Office to ensure that more trained certificated administrators could monitor and oversee student progress and achievement across the academic and mental health supports provided to students.
- 3.6 - Mental Health Services for Students - This action is fully implemented. This expansive action provides mental health services across a broad sector of structural supports, from licensed Marriage Family Therapists on every campus, to Community Health Education Workers in schools with high populations of SED/LI, FY, and EL students.
- 3.7 - Special Programs Support and Counseling Services - This action is fully implemented. This action ensures that there are sufficient staffing supports for SWD and specialized assessment tools to assess and monitor student growth as dictated by students' IEPs.
- 3.8 - Foster Youth Mentorship Services - This action is fully implemented. The District continues to partner with County departments to provide training and supports to FY students; additionally, unique events and trips are coordinated to ensure FY students feel seen and valued.
- 3.9 - Facilities Improvement and Maintenance - This action is fully implemented. The District actually exceeded funding to ensure campuses for students across all sites provide the structural and physical safety of all students.
- 3.10 - Teacher Caseloads - This action is fully implemented.
- 3.11 - Services to Promote Social-emotional Well-being - This action is fully implemented. The District provided substantial training to staff on SEL practices and culturally-responsive teaching.
- 3.12 - Behavior Intervention Specialists - This action is fully implemented. The District utilized the services of Reach Out to fully staff wellness centers on each campus with intervention specialists.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- 3.5: Secretarial support staff were added to support the Student Services Offices.
- 3.9: Additional facility improvement projects were completed.

An explanation of how effective the specific actions were in making progress toward the goal.

SED/LI - High at 7.3%; SWD - Very High at 9.9%; Afr. Amer. - Very High at 10.7%; FY - Very High at 22.1%; and Homeless - Very High at 9.4%. The District believes further training needs to be addressed to support staff in understanding students' behaviors in a post-pandemic world and that will be reflected in the coming year's LCAP.

- Relatively similar results on the student climate survey from 2022 to 2023 indicate that more needs to be addressed in actions 3.11 and 3.12, that they were not as effective in addressing students' mental health and their feelings of safety and value.
- Action 3.2 was effective in that students utilized transportation services to be able to arrive on campus safely and the attendance rate increased for the year.
- Action 3.9 was effective because it resulted in an exemplary rating on the Facilities Inspection Tool (FIT) at each site.
- Action 3.10 was somewhat effective because the District relies on research that classroom relationships are paramount in student success and that these relationships are impacted, in part, by the number of students a teacher has each class period. Additionally, Action 3.10 is further improved when combined with Action 2.11, the implementation of SEL strategies.
- Actions 3.4, 3.5, 3.6, 3.7, and 3.8 were effective in addressing the dropout rate and the graduation rate, as the District saw a decrease in the dropout rate and an increase in the graduation rate; specifically, those increases can be seen in ELs, with a 1.8% increase, SED/LI, with a 4.6% increase, SWD, with an 8.8% increase, FY with a 14.8% increase, and Homeless Youth with a 7.7% increase.

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.

- In the 23-24 LCAP, the District will increase funding for 3.6, Mental Health services for students by expanding mental health supports, increasing the funding toward MFTs on each campus and extending the support offered by the Community Health Education Workers during the summer to better equip sites to improve relationships and supports for students who are chronically absent to remove barriers and assist them in attending school and achieving academically.

- Increase in funding for 3.4 FY and SED/LI Student Outreach Support - Increases in salaries required additional funding be added to this action for 2023-24.
- Increase in funding for Action 3.5 Site Administrative Support - Increases in salaries required additional funding be added to this action for 2023-24.
- The District will add Action 3.13 to provide targeted student leadership training which will equip students to improve their overall sense of self-efficacy in promoting and sustaining a safe and inclusive campus culture which will allow students to feel seen and valued, thus promoting their overall mental health and connectedness to their communities.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	CJUHSD will maintain effective communication, provide family and community engagement opportunities, and strengthen relationships with all educational partners.

An explanation of why the LEA has developed this goal.

Developing and strengthening strong relationships with a broad spectrum of families representing the demographics of the Chaffey District community is of the greatest value to the District and its educational partners. The District realizes that the support of parents is pivotal to achieving and increasing positive outcomes for all students. The District also believes in the collective power that schools, families, and local partners have in ensuring the lifelong success of every child. As such, the District continues to invest in several key educational partner engagement endeavors that support strong relationships and effective communication with the entire District community. This goal supports State Priority 3 (Parent and Family Engagement).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation in Parent Committees	In 2020-21, 1,580 parents participated in parent committees District-wide.	In 2021-2022, 1,607 parents participated in parent committees Districtwide.	In 2022-2023, 1,772 parents participated in parent committees Districtwide.		The District will increase the number of parents participating in a committee District-wide will increase by 1% annually (approx. 1627).
Advanced Opportunities for Parent Training and Leadership Development	In 2020-21, 5,402 parents participated in advanced training opportunities District-wide.	In 2021-2022, 4762 parents participated in advanced training opportunities District-wide.	In 2022-2023, 7,132 parents participated in advanced training opportunities District-wide.		The District will increase the number of parents participating in advanced training opportunities District-wide will increase by

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					1% annually (approx. 5564).
ESL Classes	In 2020-21, 257 parents were enrolled in these classes. 185 completed the courses to achieve a 72% persistence rate.	208 parents were enrolled in these classes. 148 completed the courses to achieve a 71% persistence rate. Additionally, another 163 parents were enrolled in high school diploma classes. 132 completed courses to achieve a 80% persistence rate.	163 parents were enrolled in these classes. 121 completed the courses to achieve a 74% persistence rate. Additionally, another 32 parents were enrolled in high school diploma classes. 29 completed courses to achieve a 91% persistence rate.		The District will achieve an 80% persistence rate.
African American Parent Advisory Councils (AAPAC)	In the 2020-21 school year, two councils have been established at LOHS and RCHS.	In the 2021-2022 school year, four councils have been established at the following four schools: ALHS, EHS, LOHS, and RCHS.	In the 2022-2023 school year, five councils have been established at the following four schools: ALHS, Colony HS, EHS, LOHS, and RCHS.		The District will have established AAPACs at each comprehensive high school within the District.
Parent Technology Applications: <ul style="list-style-type: none">Aeries	In 2020-21, 16,422 (68%) of CJUHSD parents have Aeries Parent Portal Accounts.	In 2021-2022, 18,884 (79.96%) of CJUHSD parents have Aeries Parent Portal/Parent Square Accounts.	In 2022-23, 21,796 (94%) of CJUHSD parents have Aeries Parent Portal/Parent Square Accounts.		The District will increase parent registrations in technology applications by .1% annually. <ul style="list-style-type: none">Aeries (68.3%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Aeries SIS	The District will provide the functionality of an Aeries student information system housed in a secure network to staff, students, and parents to facilitate the management of student records, academic progress monitoring, and student attendance data.	\$94,265.00	No
4.2	Director of Community Relations	The District retains the services of a Director of Community Relations to work collectively with site staff and educational partners to establish partnerships and provide family and community engagement opportunities in the areas of instructional technology, social-emotional learning, and the education system to support student achievement as measured by graduation rate. The Director of Community Relations will principally direct her services to connect parents of unduplicated students to site staff and District services to support unduplicated students' academic success and wellness.	\$127,442.00	Yes
4.3	Community Workshops	The District partners with an array of community and county organizations to provide workshops, training opportunities, leadership development, and adult education to families and parents of unduplicated students of the District. Workshops centered on social-emotional learning, the CA school's system, and existing supports for students within each school site will be offered to the parents of unduplicated students to build a partnership between the school site and parents to work collectively to support student achievement as demonstrated by the graduation rate. The Director of Community Relations and the Assistant Superintendent of Student Services also work with District counseling staff to develop and provide ongoing parent education and informational workshop opportunities to support	\$136,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and inform parents about the resources available for students and families to promote student success.		
4.4	Interpretation Services	The District retains services with Language Line, to expand its interpretation services, above and beyond the bilingual support staff available to assist with translation at each site. Language Line provides real-time translation services and helps to remove existing language barriers. This service allows parents of ELs, parents or guardians whose primary language is something other than English, and site personnel to work collaboratively to achieve positive outcomes for all students and increase student attendance rates, and parent participation on committees.	\$60,314.00	Yes
4.5	Family and Community Engagement	Under the direction of the Director of Community Relations, a District Family and Community Engagement (FACE) Team principally made up of parents of unduplicated students to include members of the District English Language Advisory Committee will be formulated to participate in county and national training to strengthen the relationships between the parents of the unduplicated student community and their respective schools. In collaboration with the FACE Team, the Director of Community Relations will implement a District Parent Summit that will allow parents of unduplicated students to connect with District personnel and its programs to improve their student's achievement as measured by the graduation rate and equip parents with the tools they need to act as a champion for their students. By building capacity, demonstrating leadership, allocating resources, monitoring progress, and ensuring access and equity, the FACE Team will foster strong school-community relations across the District.	\$5,000.00	Yes
4.6	Communication Tool	The District will provide a tool for staff, students, and parents to communicate effectively with one another. The implementation of this platform will help to remove barriers to communication and improve	\$335,706.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the ability to monitor student progress for parents of ELs, FY, and SED/LI students thus improving the graduation rate. Parent training will be provided to the parents of unduplicated pupils to support this implementation and ensure they can access this platform successfully. This tool will be monitored and managed by the District's Ed Tech Specialist to ensure the platform is working efficiently and principally assist the parents of unduplicated pupils with registration for the platform, and work alongside the Director of Community Relations to provide parent training.		

Goal Analysis [2022-23]

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.

- 4.1: This action was fully implemented. The District continued its use of the Aeries SIS to safely collect, manage, and communicate student data.
- 4.2: This action was fully implemented. The Director of Community Relations worked with sites to monitor and increase parent engagement.
- 4.3: This action was fully implemented. The District provided workshops for parents to support student achievement.
- 4.4: This action was fully implemented. The District provided Language Line to sites to support communicating with non-English-speaking families to support student achievement.
- 4.5: This action was partially implemented. The Director of Community Relations provided ongoing planning and collaboration for the District's Family and Community Engagement (FACE) Team but the intended summit was deferred to 2023-24.
- 4.6: This action was fully implemented. The District provided increased communication with families through Aeries ParentSquare.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- No material differences were noted.

An explanation of how effective the specific actions were in making progress toward the goal.

- 4.1: This action was effective as evidenced by the consistent and accurate collection of data, the ongoing use by parents of the site for observance of student achievement and successful audits by the District's outside firm.
- 4.2: This action was effective as evidenced by the increase in the percentage of parents who completed parent courses in ESL and gaining a high school diploma.
- 4.3: This action was effective as evidenced by the increase in parent participation and completion of parent training courses.
- 4.4: This action was effective as the District saw an increase in need for communication through a myriad of languages and thus an increase in spending. The use of the service allowed sites to more effectively communicate with non-English speaking families to address successes and issues with student behavior, students' academic planning and success.
- 4.5: This action was effective in that the FACE team met, reviewed data, and planned for the intended summit that was deferred to 2023-24.
- 4.6: This action was effective as evidenced by the increase in the percentage of parents using Aeries Parent Portal/Parent Square accounts.

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.

- Based upon feedback from the LCAP PAC and survey data, the District saw an increased need for family communication specifically targeting how to support students academically, including information on graduation, college and career readiness, and A-G. This feedback resulted in an increased funding for Action 4.5 to provide a broad parent summit targeting these topics.
- There are additional increases in funding needed for 23-24 for Actions 4.1 and 4.6 due to increases in cost.
- Finally, there is an increased funding for 4.4 to support sites' increased usage of the interpretation service provider.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	CJUHSD will provide fiscal solvency and transparency for all educational partners

An explanation of why the LEA has developed this goal.

The District's commitment to acting as responsible stewards of public funds is of significant importance to educational partners. The District will continue to remain transparent about its efforts regarding its budget and will strive to ensure that all expenditures are of the greatest benefit to District students, staff, and parents as aligned to the District's LCAP goals and priorities. The District's ability to remain fiscally solvent will directly support its ability to achieve positive outcomes for all students as outlined in the LCAP. Through the District's ability to obtain a positive budget certification annually, it signifies that the District is free of audit findings and that it continues to manage all funds effectively and responsibly.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Positive Certification	In 2020-21, the District received positive certification.	In 2021-2022, the District received positive certifications.	In 2022-2023, the District received positive certifications.		The District will receive positive certifications of its budget annually.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Fiscal Oversight Staff	The Assistant Superintendent of Business works collaboratively with the personnel department support staff to ensure fiscal solvency and effective fiscal planning to support student programs and services essential to improving student achievement.	\$586,935.00	No
5.2	Trainings and Workshops	Fiscal oversight staff and personnel staff will attend professional workshops and conferences on current budget issues and topics to	\$4,000.00	No

Action #	Title	Description	Total Funds	Contributing
		help ensure efficient utilization of Prop 39 funds, utility fee reduction measures, and other cost-saving programs.		
5.3	Audit Review	The District will contract services for actuarial studies and auditing of financial statements and attendance procedures to ensure compliance with applicable law.	\$59,750.00	No

Goal Analysis [2022-23]

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.

- 5.1: This action was fully implemented. The District provided fiscal oversight staff to review and maintain fiscal solvency.
- 5.2: This action was fully implemented. The District provided fiscal oversight staff with professional workshops and conferences to review and maintain fiscal solvency.
- 5.3: This action was fully implemented. The District contracted for services to ensure compliance with the law.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- No material differences were noted.

An explanation of how effective the specific actions were in making progress toward the goal.

- 5.1 - 5.3: These actions were effective because they resulted in the District receiving positive certifications.

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.

- There are no intended changes to funding or actions for this goal in the 2023-24 LCAP.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$50,993,359	\$3,691,209

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
18.65%	0.00%	\$0.00	18.65%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

CJUHSD prioritized the needs of unduplicated students first in the development of the 2023-2024 LCAP and has developed a variety of programs and supports specifically for ELs, SED/LI, and FY. The programs being described below will be provided on an LEA-wide, Districtwide, or school-wide basis based on the needs, conditions, and circumstances site to site or Districtwide and robust educational partner input. The District will also continue its services and programs that are aligned with LCAP goals that effectively serve all unduplicated students in areas such as intervention and counseling, recruitment and retention of quality teachers, administrative support and progress monitoring, and school climate. The District continues to assess student progress and needs by examining data, reviewing results from educational partner surveys, engaging with all educational partner groups, and analyzing budgetary information to ensure that the actions outlined below are the most effective use of funds. By working collectively with educational partners across the District, the best decisions that benefit students can be made to close the achievement gap and improve unduplicated student outcomes.

Academic Supports and Interventions (Actions: 1.3 Support and Interventions, 1.4 English and Math Interventions, Programs, Materials, 1.5 Librarian Support Staff and Services, 1.11 Curricular and Instructional Software Platforms, 1.12 Instructional Devices, Support, and Infrastructure, 1.17 Enrichment Classes and Activities, 1.18 Community Day School, 2.1 Instructional Coaches, 3.5 Site Administrative Support, 3.10 Teacher Caseloads):

Needs Conditions and Circumstances:

- The 2022 CA Dashboard demonstrates the underperformance of EL and SED/LI students on the CAASPP ELA. While the District's overall performance was High at 39.7 DFS, ELs had a status of Very Low at -82.1 DFS and SED/LI students had a status of Medium at 19.5 DFS. Likewise, the CA Dashboard demonstrates the underperformance of EL and SED/LI students on the CAASPP math as a status of Low with -64.6 DFS in 2022 for all students, while ELs had a status of Very Low at -151.5 DFS and SED/LI students had a status of Low at -90 DFS. These groups have been historically underserved in comparison to their peers on the CAASPP.
- The District will employ library staff to support the implementation of instructional technology to provide increased access to instructional resources and collaborate with teachers to integrate instructional resources that provide targeted academic support to improve student academic and mathematical literacy as measured by the CAASPP, Action 1.5 Teacher Librarians. Through site LCAP discussions held, educational partners (including parents of unduplicated students) indicated that providing before and after-school academic support and access for students in school libraries was an area of need upon students' return to in-person instruction. Research shows that full-time librarians are effective in supporting the academic achievement of ELs and underperforming students. Lance and Kachel (2018) cite a Pennsylvania study conducted in 2012, which demonstrates that nearly 8% more students scored Advanced on a reading assessment in schools with a full-time librarian than in schools without. "Reading and writing scores tend to be higher for all students who have a full-time certified librarian, and when it comes to reading, students in at-risk subgroups tend to benefit more than all students combined" (pg.2). Additionally, library staff hosts before and after-school tutoring programs which provide a safe space for students to study, conduct research, and access instructional technology support. In the Chaffey District, the teacher librarians continue to play a significant role in the development of literacy programs, the implementation of high-interest diverse literature programs that increase adolescent reading, and the development of various media literacy instructional programs and resources on each campus as outlined in action 1.5. (Lance, Keith Curry, and Debra E. Kachel. "Why School Librarians Matter: What Years of Research Tell Us." Phi Delta Kappan, vol. 99, no. 7, 2018, pp. 15–20., doi:10.1177/0031721718767854.)
- The District has expanded the Instructional Coaching team and remains committed to supporting excellent teaching. The District will continue this commitment to work directly with the teaching and instructional support staff to improve the academic performance of EL, and LI students by equipping teachers with effective instructional strategies to develop inclusive classrooms and implement equitable grading practices to improve student learning, as outlined in Action 2.1. The District also maintains a team of Assistant Principals of Achievement (APA) primarily focused on improving student performance on local data metrics such as A-G and Freshmen Success. APAs principally work collaboratively with unduplicated students' teachers, parents, and counselors to provide targeted academic support and intervention in the form of progress monitoring, additional opportunities for academic remediation, and tutoring in an effort to increase students' achievement, as measured by A-G completion rate. In 2021-22, 64.7% of all CJUHSD students completed A-G requirements District-wide, with 36.2% of ELs meeting their A-G requirements and 58.7% of SED/LI meeting theirs. 2023 A-G Completion estimates are encouraging but still vulnerable to the impact of Distance Learning and COVID-19; as a result, the 2023 summer school enrollment is still elevated to support students getting back on-track for graduation and

meeting their A-G. APAs monitor students' progress to support students in this area and support the successful A-G completion rate of unduplicated student groups and address the disparity demonstrated via the data above as outlined in action 3.5. Midway through the 2021-2022 school year, the District hired eight Administrative Interns who provide additional administrative assistance and support on all eight comprehensive high school campuses. In 2022-2023, the District made these positions permanent in its commitment to providing support for students and staff.

- The District has developed actions that directly support EL, SED/LI, and FY student achievement: increasing academic support and intervention programs (additional ELA and math intervention classes, instructional support provided by peer mentors, Saturday school opportunities, tutoring, and A-G recovery courses, enrichment classes and activities, and Community Day School) to improve EL and FY academic performance on the CAASPP as outlined in actions 1.3 Support and Interventions, 1.17 Enrichment Classes and Activities, and 1.18 Community Day School. The District will maintain teacher caseloads to increase teachers' ability to provide targeted academic support to SED/LI, FY, and ELs and build strong relationships to further support learning as outlined in action 3.10. To increase EL, FY, and SED/LI A-G completion rate and Graduation rate by 1% annually, the District is committed to ensuring access to standards-aligned, high-quality instructional resources and support by providing a Chromebook to all students, investing in curricular and instructional software platforms, providing professional development to teachers in the areas of standards-based grading, equity, and social-emotional learning, and expanding its instructional coaching team to support effective classroom instruction and improve student outcomes on the CA Dashboard as outlined in actions 1.4 English and Math Interventions, Programs, Materials, 1.11 Curricular and Instructional Software Platforms, 1.12 Instructional Devices, Support, and Infrastructure, and 2.1 Instructional Coaches.

The continuation of these actions were determined by their effectiveness in graduation rate among all unduplicated student groups since 2016. Grad rate increased for all groups, with all students graduating at 91.6% in 2022, but most notably for ELs at 71.8%, an increase of 1.8%, SED/LI at 90.4%, with an increase of 4.6%, and FY at 70.9%, with an increase of 14.8%. The ongoing effectiveness of these actions will further be measured by student performance on the 2024 CAASPP ELA and math, the graduation rate per the CA School Dashboard, and locally collected A-G completion rate data and freshman on-track data.

College and Career Readiness (Actions: 1.1 AVID, 1.7 College Readiness Programs and Events, 1.13 Career Technical Education Programs (CTE), 1.16 Colleges and Universities Visits, Action 1.19 Career and Trade Fair Events):

Needs Conditions and Circumstances:

- The 2022 CA Dashboard does not report student outcomes for the College and Career Indicator at this time, but did report the CAASPP scores, an important component of students' capacity to meeting college and career readiness. As highlighted above, disparities exist in student performance on the 2022 CAASPP in ELA and math, as well as A-G completion rate. In an effort to increase the college and career readiness of unduplicated student groups, to be substantiated by data on the 2023 CA Dashboard, the District will increase the enrollment of unduplicated student groups in Career Technical Education Programs and provide opportunities to participate in career exploration experiences, internships, and certification programs, as outlined in action 1.13

Career Technical Education Programs (CTE) and the addition of actions, and 1.19 Career and Trade Fair Events for 2023-2024. The District will also ensure equitable access to college readiness programs, such as Advanced Placement Courses and Exams, and Scholastic Assessment Test preparation programs, as outlined in actions 1.7 College Readiness Programs and Events and 1.13 Career Technical Education Programs (CTE). The District will continue to support the AVID program to schools District-wide to provide academic support through the AVID program and the integration of AVID instructional strategies across content areas at multiple school sites as outlined in action 1.1 AVID. Additionally, the District will increase access and exposure to colleges and universities by providing funding and staff to accompany District students to visit, tour, and learn about the opportunities available to them at Historically Black Colleges and Universities, action 1.16.

The continuation of these actions was determined by their past effectiveness showing an increase of unduplicated students who were placed in the "Prepared" level on the last reported CA Dashboard College/Career Indicator. The effectiveness of these actions will be measured by future student performance on the College and Career Indicator per the 2023 CA School Dashboard and CAASPP scores; the 2023 CAASPP scores have not been released at the time of this writing but preliminary locally-collected data indicates that the percent of 2023 freshmen on-track to graduate increased by 13.4% when compared to the 2022 freshman class.

School Climate and Culture (Actions: 3.1 Executive Director of Equity and Inclusion, 3.2 Home-to-School Transportation, 3.6 Mental Health Services for Students, 3.11 Services to Promote Social-emotional Well-being, 3.13 Student Leadership Training, 4.4 Interpretation Services):

Needs Conditions and Circumstances:

- CA Dashboard for the 2021-2022 school year reflects higher suspension rates for FY, EL, and SED/LI students. Local data also shows a disproportional amount of suspensions for unduplicated students who were suspended at a higher rate than their peers. During the 2021-2022 school year, 6% of all students were suspended, but 8.3% of EL students were suspended, 22.1% of FY were suspended, and 7.3% of SED/LI were suspended. Local data shows the 2021-2022 attendance rate for all District students to be 91% while FY lagged behind at 87%, ELs at 89%, and SED/LI students at 90%. To further support the establishment of a positive school climate and promote student well-being, the District will provide training to classified and certificated staff in the areas of Restorative Justice, Cultural Proficiency, Positive Behavioral Interventions and Supports, and Social-Emotional Learning to improve school climate, improve the attendance rate of unduplicated pupils, and provide staff with strategies to de-escalate behaviors thus reducing the suspension rate of FY as outlined in action 3.11. The District will further provide training targeted for students to address students' overall sense of self-efficacy in promoting and sustaining a safe and inclusive campus culture which will allow students to feel seen and valued, thus promoting their overall mental health and connectedness to their communities, Action 3.13. The District will also increase the mental health services available to students to support student wellness and ensure student needs are being identified, addressed, and met. These services are especially important as the District strives to provide the support that addresses the long-term effects of the COVID-19 pandemic in relation to students' mental health and wellness, as outlined in action 3.6. Additionally, the District will increase support provided by the Community Health Education Workers (CHEWs) outlined in action 3.6. The impact of these services will be measured by student responses to the School Climate survey. The District will increase its transportation staff to provide home-to-school transportation services to unduplicated students as outlined in action 3.2 Home-to-School Transportation. In a continued effort to increase the attendance rate of unduplicated students to improve academic

performance, the District will provide an interpretation service to remove any existing language barriers between a parent or guardian whose primary language is other than English and the school, to ensure parents can effectively communicate with District and site staff to work collaboratively to achieve positive outcomes for unduplicated students as outlined in action 4.4 Interpretation Services.

- Recognizing the achievement gap among unduplicated student groups as measured by the CAASPP, the Director of Equity and Inclusion will assist with the implementation of professional development, parent training, and strengthening the establishment of a Student Diversification Task Force to improve academic outcomes, reduce suspension rate, and improve the school culture and climate for unduplicated student groups as outlined in action 3.1.

The effectiveness of some of these actions was determined by the Student Climate Survey results: In 2022-2023, 86.95% of students indicated they felt safe at school, and 86.5% felt that their teachers cared about them. The need for continuation of these actions were determined by the increase in suspension rates across unduplicated student groups, further demonstrating the need to continue to address the suspension rate by the implementation of the actions outlined above. Additionally, the District will monitor the chronic absenteeism rate, but locally-collected data indicates a decline in consistent attendance with an estimated Attendance Rate of 91% during the 2021-2022 school year. Also during 2021-2022, locally-collected data indicates 29% of District students were absent 10% or more days. During 2022-2023, locally-collected data indicates 25% of District students were absent 10% or more days. The effectiveness of these actions will be measured by future suspension rate data reported on the CA School Dashboard, local school climate survey data, and chronic absenteeism rate data.

Parent and Community Partnerships (Actions: 4.2 Director of Community Relations, 4.3 Community Workshops, 4.5 Family and Community Engagement, 4.6 Communication Tool):

Needs Conditions and Circumstances:

- Current data indicates that District unduplicated students are achieving at lower levels when compared to their peers and past practices indicate providing parents with education and training can better equip them to be able to support student achievement, especially for EL and SED/LI students. While CAASPP scores demonstrate disparities in student outcomes across unduplicated student groups, graduation rates among these groups is far more promising: all students graduated at 91.6% in 2022, with ELs at 71.8%, an increase of 1.8%, SED/LI at 90.4%, an increase of 4.6%, and FY at 70.9%, an increase of 14.8%.
- In an effort to improve student academic outcomes, the District is committed to providing parents and guardians with the resources they need to support their students academically, socially, and emotionally. Although increasing family engagement was not identified by educational partners as a strong priority in survey responses, parents did indicate that there is a need for the District to provide additional training and information regarding graduation, A-G completion, and the College and Career Indicator. Through the efforts of the Director of Community Relations, District, and site staff, the District will provide multiple training opportunities for parents to understand these metrics as they appear on the CA Dashboard. Additionally, the District will continue to provide training

for students and parents to learn how to navigate the technology platforms which will allow them to monitor academic progress and effectively communicate with students' teachers to increase student achievement and strengthen the relationship between the school and parents, as outlined in actions 4.2, 4.3, 4.5, and 4.6. The District is committed to providing the services identified without limitations, especially for the parents of unduplicated student groups to provide them equitable access and opportunity.

The continuation of these actions were determined by their past effectiveness showing an increase in the number of parents attending training and serving on-site committees. During the 2022-2023 school year, locally-collected data indicates that 1,607 parents participated in parent committees District-wide and 4,762 parents participated in advanced training opportunities. The strengthened partnership between the District and parents has led to an increase in the graduation rate of unduplicated students (FY 70.9%, SED/LI 90.4%, and EL 71.8% on the 2022 CA School Dashboard, the most recent year published. The effectiveness of these actions will be measured by future student performance on the graduation rate indicator per the CA School Dashboard and by the number of parents participating in District training opportunities and committees.

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

Increased or Improved Services for ELs, Actions: 1.8 Newcomer EL Services, 1.9 Comprehensive EL Support, 2.2 ELD Coach, PD, Read 180, AE, ELD Achievement Team Collaboration, 2.6 PD: Mentorship Program)

Needs Conditions and Circumstances:

- The District is committed to providing increased support to ELs, FY, and SED/LI students to ensure improved learning and increased student achievement in the 2023-2024 school year.
- In an effort to increase and improve services, the District expanded the team of instructional coaches and will maintain its commitment to this action in 2023-2024 and expects that its continued implementation will result in increased and improved services for unduplicated students. The District has increased its staff that directly supports student mental health by committing to provide behavior intervention specialists Community Health Education Workers at each site to address the social-emotional needs of students, promote student wellness, decrease suspension rate, improve academic achievement, and improve attendance rates. The District continues to prioritize and provide the number of technology devices being issued to unduplicated students and expand efforts to conduct home visits to ensure unduplicated students have access to a device.
- The 2022 CA Dashboard demonstrates the underperformance of EL and SED/LI students on the CAASPP ELA. While the District's overall performance was High at 39.7 DFS, ELs had a status of Very Low at -82.1 DFS. Additionally, in 2021-2022, 42.7% of 854 EL students demonstrated that they are making progress towards English language proficiency. In 2022-2023 the District reclassified

12% of its ELs, increasing the percentage of fluent English proficient students to 33.3% Districtwide. The need for increased and targeted EL support is evident and thus requires a targeted approach. In response, the District has established the EL Newcomer Program, which provides language and transitional support to ELs new to the United States. The Newcomer Program focuses on building literacy skills to set up a student for a successful transition to their home school upon their completion of this program and to achieve academically on the ELPAC and in their coursework leading up to graduation. The District employs language assessors and additional classified staff to work collaboratively with teachers in English Language Development and Accelerated English Courses to improve EL performance on the ELPAC and CASSPP ELA districtwide. Additionally, the District will provide effective, evidence-based professional learning opportunities to both teachers and peer mentors to facilitate quality collaboration and instruction for EL students in math, science and English courses as outlined in actions 2.2 and 2.6. The District will increase its language assessors by one for 2023-2024 and increase staffing for the Newcomer Program. The District also employs an EL coach to provide structured instructional and collaboration support for ELD, English Literacy 180, and Accelerated English teachers for the purpose of improving the academic supports and interventions provided to ELs to improve their outcomes outlined in the CAASPP ELA, and the ELPAC, actions 1.8 Newcomer EL Services, 1.9 Comprehensive EL Support, and 2.2 ELD Coach, PD, Read 180, AE, ELD Achievement Team Collaboration. These actions' continued effectiveness will be demonstrated by the increase in CAASPP ELA and ELPAC scores and the reclassification rate.

Increased or Improved Services for FY and SED/LI, Actions: 3.4 Foster Youth and SED/LI Student Outreach Support, 3.8 Foster Youth Mentorship Services

- Attendance data, through locally-collected data, indicates a 93.1% Attendance Rate during the 2022-2023 school year. Local data collected at the end of the 2022-2023 school year indicates lower attendance rates and higher suspension rates for FY and SED/LI students. Local data shows the 2021-2022 attendance rate for all District students to be 91% while FY lagged behind at 87% and SED/LI students at 90%. Local data also shows a disproportional amount of suspensions for FY and SED/LI students, who were suspended at a higher rate than their peers. During the 2021-2022 school year, FY comprised .5% of the total student population, yet accounted for 2.6% of the District suspensions; SED/LI students accounted for 63.2% of the total student population, yet accounted for 74% of the total District suspensions. The District recognizes the disparity between FY and that of their peers, therefore, the District has employed outreach staff to provide ongoing mentoring services for FY and SED/LI students to ensure access to the academic and essential resources they need to be successful and remain engaged in school, action 3.4 Foster Youth and SED Student Outreach Support. The continued effectiveness of this action will be demonstrated by the attendance rate and suspension data.
- 2022 CA Dashboard indicates FY graduation rate at 70.9%, however, FY graduation rates remain below the overall District graduation rate of 91.6%. In a continued effort to close the gap, the District will provide outreach staff and partner with the California Youth Connection and San Bernardino County Family Services Department to support FY to provide mentorship services and academic progress monitoring to ensure they improve the academic performance of unduplicated student groups, Action 3.8. The continued effectiveness of this action will be demonstrated by the graduation rate.

The actions above in Prompts 1 and 2 quantitatively meet the 18.65% minimum proportionality percentage for the 2023-2024 school year,

the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils as calculated pursuant to 5 CCR 15496(a).

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The District is receiving additional concentration grant add-on funding which it is using to provide direct services to students at schools that have a high concentration of FY, ELs, and SED/LI students. The District will continue to work with educational partners, including students and families, to determine appropriate additional services based on student needs and prioritizing the needs of unduplicated students. The following actions embedded in the 2023-2024 LCAP account for staff and services provided by the District to provide additional instruction, support, and services principally directed to unduplicated students:

- Action 1.1: AVID teachers, mentors, and instructional materials. Action 1.3 and Action 1.4: Support and interventions such as tutoring, credit recovery, before and after school classes, School on Saturday, Summer School, and additional instructional minutes on campuses with special programs. Action 1.5: Teacher Librarians and access to instructional materials. Action 1.7: College Readiness Programs and Events, Action 1.8: Newcomer EL Services, Action 1.9: College readiness programs, transitional support, Action 1.11: Curricular and Instructional Software and Platforms, Action 1.12: Instructional Devices, Support, and Infrastructure, and Action 1.13: CTE programs. Action 1.16: Colleges and Universities Visits, Action 1.17: Enrichment Classes and Activities, and Action 1.18: Community Day School.
- Action 2.1, Action 2.2, and Action 2.6 will provide instructional coaching and professional learning for teacher and peer mentors.
- Action 3.1: Diversity, Equity, Inclusion, and Access, Action 3.2: Home to School Transportation and bus drivers, Action 3.4: Foster Youth and SED Student Outreach Support, Action 3.5: Site Administrative Support . Action 3.6: Mental Health Services for Students, Action 3.8: Foster Youth Mentorship Services, Action 3.10: Teacher Caseloads, Action 3.11: Services to Promote Social-Emotional Well-Being.
- Action 4.2: Director of Community Relations and Action 4.3: Community Workshops. Action 4.4, Action 4.5, and Action 4.6: Interpretation, family engagement, and communication.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:40.81	1:33.40
Staff-to-student ratio of certificated staff providing direct services to students	1:22.14	1:20.15

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$68,860,065.00	\$20,744,274.00	\$146,457.00	\$12,286,100.00	\$102,036,896.00	\$86,769,058.00	\$15,267,838.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	AVID	English Learners Foster Youth Low Income	\$1,772,812.00			\$1,019,002.00	\$2,791,814.00
1	1.2	Access to a Broad Course of Study	All	\$379,678.00				\$379,678.00
1	1.3	Support & Interventions	English Learners Foster Youth Low Income	\$5,171,114.00	\$3,746,261.00		\$3,075,000.00	\$11,992,375.00
1	1.4	English and Math Interventions, Programs, Materials	English Learners Foster Youth Low Income	\$1,455,090.00				\$1,455,090.00
1	1.5	Teacher Librarians	English Learners Foster Youth Low Income	\$3,517,233.00				\$3,517,233.00
1	1.6	Instructional Materials	All		\$449,360.00			\$449,360.00
1	1.7	College Readiness Programs and Events	English Learners Foster Youth Low Income	\$939,944.00				\$939,944.00
1	1.8	Newcomer EL Services	English Learners	\$757,601.00			\$293,620.00	\$1,051,221.00
1	1.9	Comprehensive EL Support	English Learners	\$3,246,866.00			\$189,110.00	\$3,435,976.00
1	1.10	Peer Mentors	All		\$1,628,312.00		\$309,876.00	\$1,938,188.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.11	Curricular and Instructional Software and Platforms	English Learners Foster Youth Low Income	\$448,488.00			\$129,371.00	\$577,859.00
1	1.12	Instructional Devices, Support, and Infrastructure	English Learners Foster Youth Low Income	\$1,128,028.00			\$2,310,946.00	\$3,438,974.00
1	1.13	Career Technical Education Programs (CTE)	English Learners Foster Youth Low Income	\$14,855,224.00				\$14,855,224.00
1	1.14	Outreach	All		\$111,403.00			\$111,403.00
1	1.15	Support for Students with Disabilities	Students with Disabilities		\$465,126.00			\$465,126.00
1	1.16	Colleges and Universities Visits	English Learners Foster Youth Low Income	\$100,000.00				\$100,000.00
1	1.17	Enrichment Classes and Activities	English Learners Foster Youth Low Income	\$12,762,981.00				\$12,762,981.00
1	1.18	Community Day School	Foster Youth Low Income	\$328,551.00				\$328,551.00
1	1.19	Career and Trade Fair Events (new action added in May of 2023)	English Learners Foster Youth Low Income	\$20,000.00				\$20,000.00
1	1.20	College-Going Readiness and Access (new action added in May of 2023)	All		\$252,985.00			\$252,985.00
2	2.1	Instructional Coaches	English Learners Foster Youth Low Income	\$967,812.00		\$146,457.00	\$561,141.00	\$1,675,410.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	ELD Coach, PD, Read 180, Accelerated English, ELlevation, ELD Achievement Team Collaboration	English Learners	\$63,788.00			\$201,010.00	\$264,798.00
2	2.3	Induction Mentors	All		\$584,077.00			\$584,077.00
2	2.4	PD: Content-Based Collaboration Teams, AP/Honors Collaborations, Wednesday Workshops, Summer School, Rtl, Feeder District Articulation, Induction PD	All	\$199,500.00				\$199,500.00
2	2.5	Special Education Coach and Professional Learning Focused on Supporting Students with Diverse Learning Needs	Students with Disabilities		\$148,383.00			\$148,383.00
2	2.6	PD: Mentorship Program	English Learners	\$23,957.00				\$23,957.00
2	2.7	Instructional Technology for Staff	All	\$150,000.00				\$150,000.00
2	2.8	Equity/Anti-Bias/Anti-Racism and Curricular Diversification Professional Learning	All		\$72,701.00			\$72,701.00
2	2.9	Computer Science, Robotics and TCELL/Career Pathway Development	All	\$10,000.00				\$10,000.00
2	2.10	Standards-Based Grading	All	\$60,000.00	\$140,000.00			\$200,000.00
2	2.11	Social-Emotional Learning (SEL)	All		\$107,301.00			\$107,301.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Support and Implementation						
2	2.12	Virtual Teaching Professional Learning	Students who select an online/virtual school	\$10,000.00				\$10,000.00
2	2.13	Ethnic Studies Course Development	All	\$10,000.00	\$30,000.00			\$40,000.00
2	2.14	Trauma-Informed Schools (new action added May of 2023)	All		\$515,000.00			\$515,000.00
3	3.1	Executive Director of Equity and Inclusion	English Learners Foster Youth Low Income	\$65,884.00				\$65,884.00
3	3.2	Home-to-School Transportation	English Learners Foster Youth Low Income	\$2,908,407.00				\$2,908,407.00
3	3.3	Health and Safety	All	\$32,729.00				\$32,729.00
3	3.4	Foster Youth and SED/LI Student Outreach Support	Foster Youth Low Income	\$511,072.00			\$108,526.00	\$619,598.00
3	3.5	Site Administrative Support	English Learners Foster Youth Low Income	\$2,925,721.00			\$2,715,898.00	\$5,641,619.00
3	3.6	Mental Health Services for Students	English Learners Foster Youth Low Income	\$6,183,540.00	\$781,909.00			\$6,965,449.00
3	3.7	Special Programs Support and Counseling Services	All		\$681,456.00			\$681,456.00
3	3.8	Foster Youth Mentorship Services	Foster Youth	\$65,000.00				\$65,000.00
3	3.9	Facilities Improvement and Maintenance	All	\$425,062.00	\$11,030,000.00			\$11,455,062.00
3	3.10	Teacher Caseloads	English Learners Foster Youth Low Income	\$5,338,926.00				\$5,338,926.00
3	3.11	Services to Promote Social-Emotional Well-Being	English Learners Foster Youth Low Income	\$509,645.00				\$509,645.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.12	Behavior Intervention Specialists	All				\$1,372,600.00	\$1,372,600.00
3	3.13	Student Leadership Training	English Learners Foster Youth Low Income	\$106,000.00				\$106,000.00
4	4.1	Aeries SIS	All	\$94,265.00				\$94,265.00
4	4.2	Director of Community Relations	English Learners Foster Youth Low Income	\$127,442.00				\$127,442.00
4	4.3	Community Workshops	English Learners Foster Youth Low Income	\$136,000.00				\$136,000.00
4	4.4	Interpretation Services	English Learners	\$60,314.00				\$60,314.00
4	4.5	Family and Community Engagement	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
4	4.6	Communication Tool	English Learners Foster Youth Low Income	\$335,706.00				\$335,706.00
5	5.1	Fiscal Oversight Staff	All	\$586,935.00				\$586,935.00
5	5.2	Trainings and Workshops	All	\$4,000.00				\$4,000.00
5	5.3	Audit Review	All	\$59,750.00				\$59,750.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$273,442,833	\$50,993,359	18.65%	0.00%	18.65%	\$66,838,146.00	0.00%	24.44 %	Total:	\$66,838,146.00
								LEA-wide Total:	\$62,258,819.00
								Limited Total:	\$4,579,327.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	AVID	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,772,812.00	
1	1.3	Support & Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,171,114.00	
1	1.4	English and Math Interventions, Programs, Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,455,090.00	
1	1.5	Teacher Librarians	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The 8 Comprehensive High Schools	\$3,517,233.00	
1	1.7	College Readiness Programs and Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$939,944.00	
1	1.8	Newcomer EL Services	Yes	Limited to Unduplicated	English Learners	Specific Schools: Chaffey High	\$757,601.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
				Student Group(s)		School		
1	1.9	Comprehensive EL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$3,246,866.00	
1	1.11	Curricular and Instructional Software and Platforms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$448,488.00	
1	1.12	Instructional Devices, Support, and Infrastructure	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,128,028.00	
1	1.13	Career Technical Education Programs (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$14,855,224.00	
1	1.16	Colleges and Universities Visits	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	
1	1.17	Enrichment Classes and Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,762,981.00	
1	1.18	Community Day School	Yes	LEA-wide	Foster Youth Low Income	Specific Schools: Chaffey Community Day School	\$328,551.00	
1	1.19	Career and Trade Fair Events (new action added in May of 2023)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
2	2.1	Instructional Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$967,812.00	
2	2.2	ELD Coach, PD, Read 180, Accelerated English, ELlevation, ELD Achievement Team Collaboration	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$63,788.00	
2	2.6	PD: Mentorship Program	Yes	LEA-wide	English Learners	All Schools	\$23,957.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	Executive Director of Equity and Inclusion	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$65,884.00	
3	3.2	Home-to-School Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,908,407.00	
3	3.4	Foster Youth and SED/LI Student Outreach Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$511,072.00	
3	3.5	Site Administrative Support	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The 8 comprehensive High Schools, and the Alternative Education Center.	\$2,925,721.00	
3	3.6	Mental Health Services for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,183,540.00	
3	3.8	Foster Youth Mentorship Services	Yes	LEA-wide	Foster Youth	All Schools	\$65,000.00	
3	3.10	Teacher Caseloads	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,338,926.00	
3	3.11	Services to Promote Social-Emotional Well-Being	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$509,645.00	
3	3.13	Student Leadership Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$106,000.00	
4	4.2	Director of Community Relations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$127,442.00	
4	4.3	Community Workshops	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$136,000.00	
4	4.4	Interpretation Services	Yes	LEA-wide	English Learners	All Schools	\$60,314.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.5	Family and Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
4	4.6	Communication Tool	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$335,706.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$86,130,264.00	\$90,994,404.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	AVID	Yes	\$2,846,057.00	\$2,848,440.00
1	1.2	Access to a Broad Course of Study	No	\$354,310.00	\$364,051.00
1	1.3	Support & Interventions	Yes	\$9,579,454.00	\$11,551,697.00
1	1.4	English and Math Interventions, Programs, Materials	Yes	\$1,608,602.00	\$1,462,054.00
1	1.5	Teacher Librarians	Yes	\$3,310,590.00	\$3,410,239.00
1	1.6	Instructional Materials	No	\$463,600.00	\$463,600.00
1	1.7	College Readiness Programs and Events	Yes	\$913,776.00	\$829,234.00
1	1.8	Newcomer EL Services	Yes	\$1,008,048.00	\$928,715.00
1	1.9	Comprehensive EL Support	Yes	\$2,803,327.00	\$3,169,622.00
1	1.10	Peer Mentors	No	\$914,295.00	\$910,013.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Curricular and Instructional Software and Platforms	Yes	\$541,551.00	\$577,859.00
1	1.12	Instructional Devices, Support, and Infrastructure	Yes	\$3,159,993.00	\$3,062,656.00
1	1.13	Career Technical Education Programs (CTE)	Yes	\$13,778,840.00	\$14,148,760.00
1	1.14	Outreach	No	\$103,230.00	\$106,717.00
1	1.15	Support for Students with Disabilities	No	\$203,304.00	\$168,674.00
1	1.16	Colleges and Universities Visits	Yes	\$50,000.00	\$60,863.00
1	1.17	Enrichment Classes and Activities	Yes	\$9,697,332.00	\$9,697,332.00
1	1.18	Community Day School	Yes	\$570,989.00	\$378,728.00
2	2.1	Instructional Coaches (7)	Yes	\$1,614,749.00	\$1,726,858.00
2	2.2	ELD Coach, PD, Read 180, Accelerated English, ELD Achievement Team Collaboration	Yes	\$253,027.00	\$233,784.00
2	2.3	Induction Mentors (3 in 22-23)	No	\$489,569.00	\$564,407
2	2.4	PD: Content-Based Collaboration Teams, AP/Honors Collaborations, Wednesday Workshops, Summer	No	\$180,648.00	\$320,800.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		School, Rtl, Feeder District Articulation, Induction PD			
2	2.5	Special Education Coach and Professional Learning Focused on Supporting Students with Diverse Learning Needs	No	\$139,750.00	\$146,255.00
2	2.6	PD: Mentorship Program	Yes	\$24,017.00	\$24,017.00
2	2.7	Instructional Technology for Staff	No	\$150,000.00	\$150,000.00
2	2.8	Equity/Anti-Bias/Anti-Racism and Curricular Diversification Professional Learning	No	\$75,000.00	\$122,458.00
2	2.9	Computer Science/Robotics	No	\$10,000.00	\$10,000.00
2	2.10	Standards-Based Grading	No	\$200,000.00	\$47,000.00
2	2.11	Social-Emotional Learning (SEL) Support and Implementation	No	\$61,650.00	\$157,919.00
2	2.12	Virtual Teaching Professional Learning	No	\$98,110.00	\$10,987.00
2	2.13	Ethnic Studies Course Development	No	\$22,500.00	\$34,436.00
3	3.1	Executive Director of Equity and Inclusion	Yes	\$74,937.00	\$45,000.00
3	3.2	Home-to-School Transportation	Yes	\$2,174,039.00	\$2,078,669.00
3	3.3	Health and Safety	No	\$32,729.00	\$32,729.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	Foster Youth and SED (LI) Student Outreach Support	Yes	\$454,665.00	\$477,844.00
3	3.5	Site Administrative Support	Yes	\$4,420,276.00	\$5,218,562.00
3	3.6	Mental Health Services for Students	Yes	\$7,010,443.00	\$6,855,374.00
3	3.7	Special Programs Support and Counseling Services	No	\$606,035.00	\$641,913.00
3	3.8	Foster Youth Mentorship Services	Yes	\$65,000.00	\$65,000.00
3	3.9	Facilities Improvement and Maintenance	No	\$10,198,674.00	\$12,011,496.00
3	3.10	Teacher Caseloads	Yes	\$2,608,463.00	\$2,608,463.00
3	3.11	Services to Promote Social-Emotional Well-Being	Yes	\$509,750.00	\$509,750.00
3	3.12	Behavior Intervention Specialists	No	\$1,500,000.00	\$1,500,000.00
4	4.1	Aeries SIS	No	\$91,284.00	\$96,479.00
4	4.2	Director of Community Relations	Yes	\$122,599.00	\$126,826.00
4	4.3	Community Workshops	Yes	\$136,000.00	\$136,000.00
4	4.4	Interpretation Services	Yes	\$41,945.00	\$41,945.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.5	Family and Community Engagement	Yes	\$3,000.00	\$3,000.00
4	4.6	Communication Tool	Yes	\$226,248.00	\$211,866.00
5	5.1	Fiscal Oversight Staff	No	\$564,109.00	\$582,063.00
5	5.2	Trainings and Workshops	No	\$4,000.00	\$3,000.00
5	5.3	Audit Review	No	\$59,750.00	\$60,250.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$49,178,409.00	\$54,011,874.00	\$55,990,824.00	(\$1,978,950.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	AVID	Yes	\$1,779,963.00	\$1,715,577.00		
1	1.3	Support & Interventions	Yes	\$4,467,654.00	\$7,835,507.00		
1	1.4	English and Math Interventions, Programs, Materials	Yes	\$1,608,602.00	\$1,462,054.00		
1	1.5	Teacher Librarians	Yes	\$3,310,590.00	\$3,410,239.00		
1	1.7	College Readiness Programs and Events	Yes	\$857,469.00	\$772,927.00		
1	1.8	Newcomer EL Services	Yes	\$730,630.00	\$621,412.00		
1	1.9	Comprehensive EL Support	Yes	\$2,619,675.00	\$2,979,873.00		
1	1.11	Curricular and Instructional Software and Platforms	Yes	\$412,180.00	\$448,488.00		
1	1.12	Instructional Devices, Support, and Infrastructure	Yes	\$1,159,993.00	\$1,062,656.00		
1	1.13	Career Technical Education Programs (CTE)	Yes	\$10,490,531.00	\$10,847,725.00		
1	1.16	Colleges and Universities Visits	Yes	\$50,000.00	\$60,863.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.17	Enrichment Classes and Activities	Yes	\$9,697,332.00	\$8,140,970.00		
1	1.18	Community Day School	Yes	\$570,989.00	\$378,728.00		
2	2.1	Instructional Coaches (7)	Yes	\$938,482.00	\$1,037,416.00		
2	2.2	ELD Coach, PD, Read 180, Accelerated English, ELD Achievement Team Collaboration	Yes	\$63,943.00	\$31,350.00		
2	2.6	PD: Mentorship Program	Yes	\$24,017.00	\$24,017.00		
3	3.1	Executive Director of Equity and Inclusion	Yes	\$74,937.00	\$45,000.00		
3	3.2	Home-to-School Transportation	Yes	\$2,174,039.00	\$2,078,669.00		
3	3.4	Foster Youth and SED (LI) Student Outreach Support	Yes	\$436,535.00	\$402,844.00		
3	3.5	Site Administrative Support	Yes	\$2,801,873.00	\$2,909,441		
3	3.6	Mental Health Services for Students	Yes	\$6,029,435.00	\$6,065,374.00		
3	3.8	Foster Youth Mentorship Services	Yes	\$65,000.00	\$65,000.00		
3	3.10	Teacher Caseloads	Yes	\$2,608,463.00	\$2,608,463.00		
3	3.11	Services to Promote Social-Emotional Well-Being	Yes	\$509,750.00	\$466,594.00		
4	4.2	Director of Community Relations	Yes	\$122,599.00	\$126,826.00		
4	4.3	Community Workshops	Yes	\$136,000.00	\$136,000.00		
4	4.4	Interpretation Services	Yes	\$41,945.00	\$41,945.00		
4	4.5	Family and Community Engagement	Yes	\$3,000.00	\$3,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.6	Communication Tool	Yes	\$226,248.00	\$211,866.00		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$258,161,151	\$49,178,409.00	0%	19.05%	\$55,990,824.00	0.00%	21.69%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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