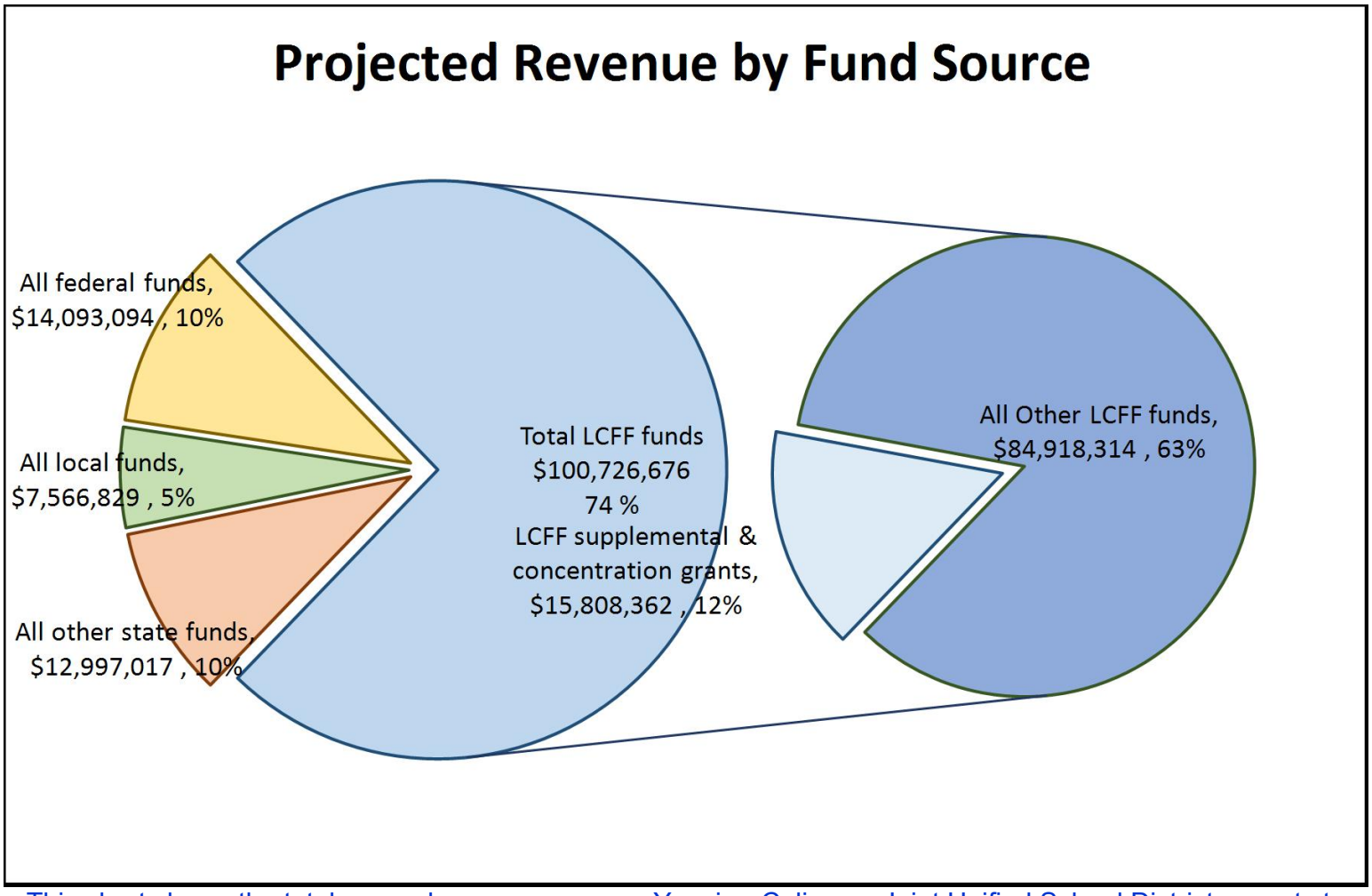
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Yucaipa-Calimesa Joint Unified School District
CDS Code: 36-67959-00000000
School Year: 2023-24
LEA contact information:
Dr. Jaime Anderson
Assistant Superintendent Educational Services
jaime_anderson@ycjusd.us
909-797-0174 x5816

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

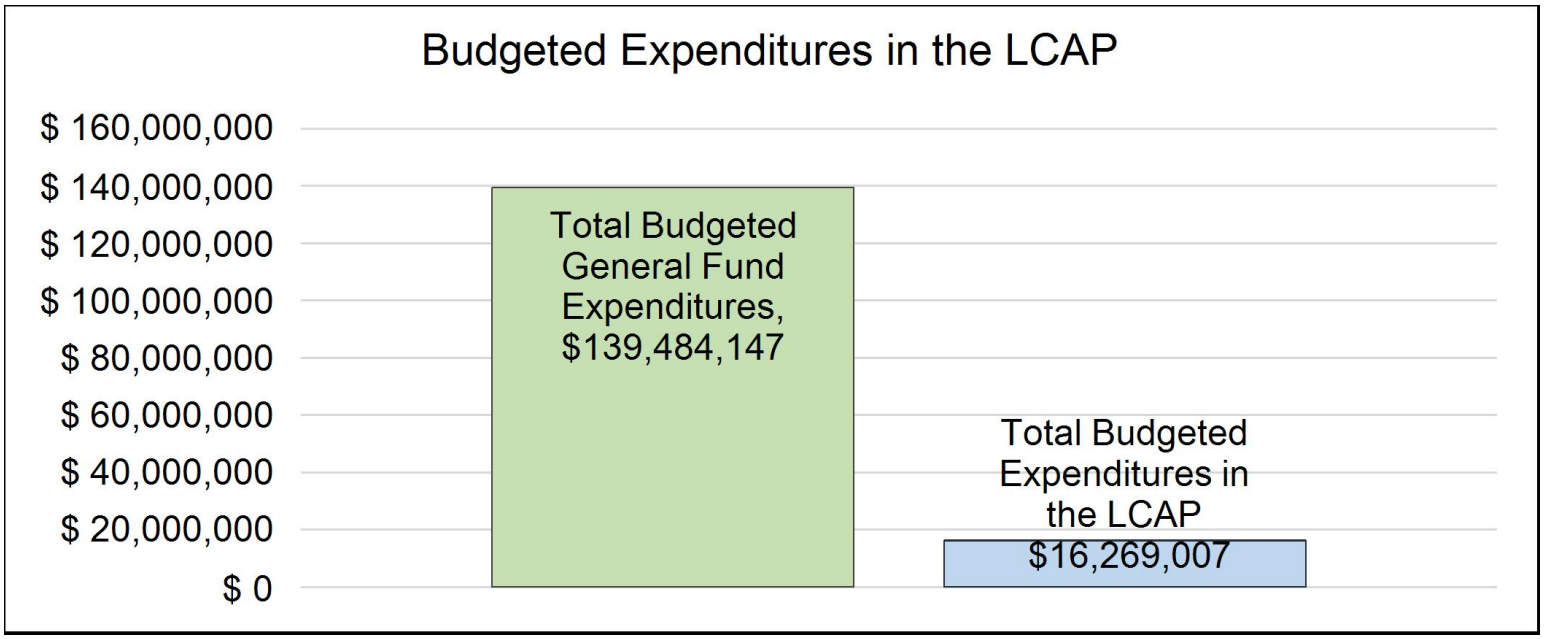


This chart shows the total general purpose revenue Yucaipa-Calimesa Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Yucaipa-Calimesa Joint Unified School District is $135,383,616, of which $100,726,676 is Local Control Funding Formula (LCFF), $12,997,017 is other state funds, $7,566,829 is local funds, and $14,093,094 is federal funds. Of the $100,726,676 in LCFF Funds, $15,808,362 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 Yucaipa-Calimesa Joint Unified 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: Yucaipa-Calimesa Joint Unified School District plans to spend $139,484,147 for the 2023-24 school year. Of that amount, $16,269,007 is tied to actions/services in the LCAP and $123,215,140 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

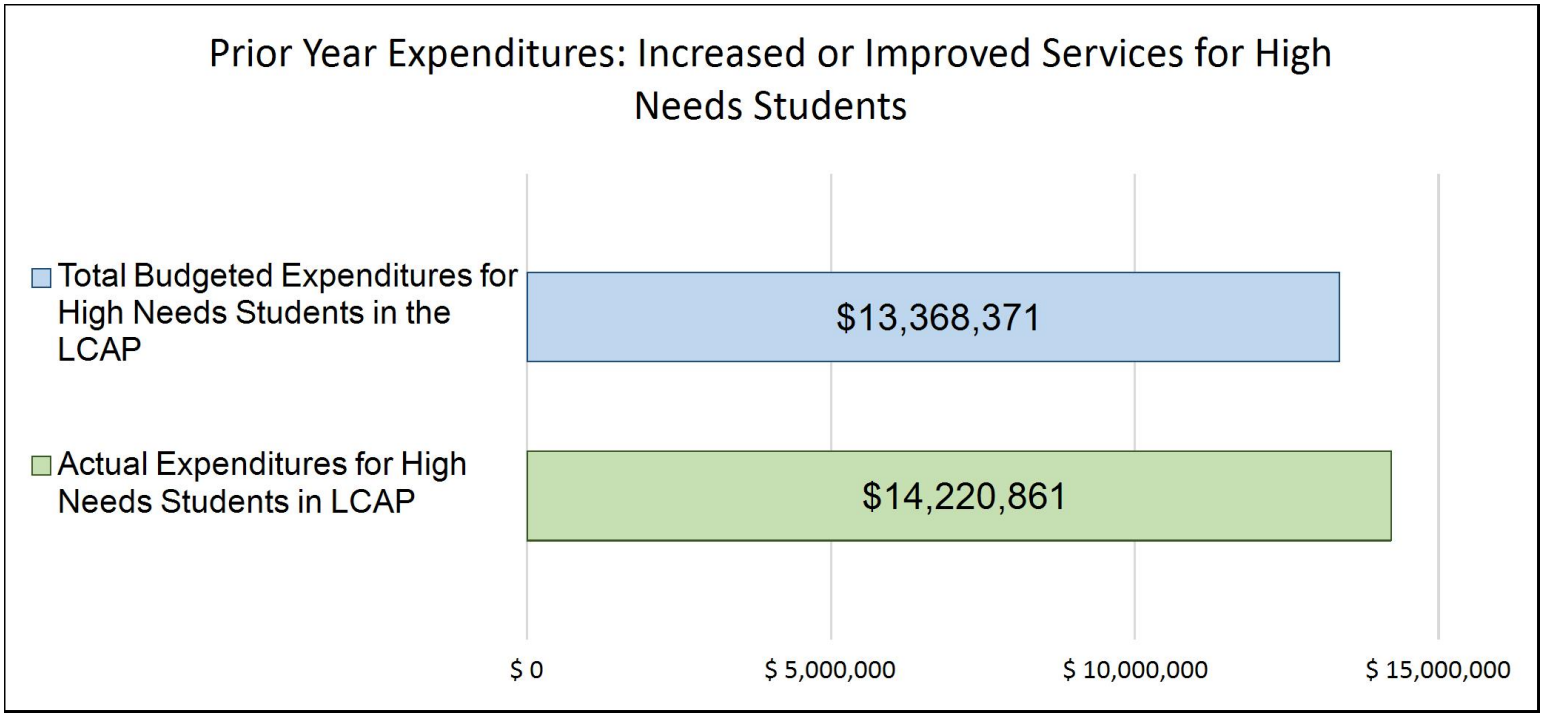
The largest expenditure from General Funding (GF) is personnel at our schools and supporting departments in the school district. The General Fund is also used for operations and maintenance of schools.

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

In 2023-24, Yucaipa-Calimesa Joint Unified School District is projecting it will receive $15,808,362 based on the enrollment of foster youth, English learner, and low-income students. Yucaipa-Calimesa Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Yucaipa-Calimesa Joint Unified School District plans to spend $15,808,362 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 Yucaipa-Calimesa Joint Unified 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 Yucaipa-Calimesa Joint Unified 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, Yucaipa-Calimesa Joint Unified School District's LCAP budgeted $13,368,371 for planned actions to increase or improve services for high needs students. Yucaipa-Calimesa Joint Unified School District actually spent $14,220,861 for actions to increase or improve services for high needs students in 2022-23.

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
Yucaipa-Calimesa Joint Unified School District	Dr. Jaime Anderson Assistant Superintendent Educational Services	jaime_anderson@ycjusd.us 909-797-0174 x5816

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.

The Yucaipa-Calimesa Joint Unified School District (YCJUSD) is located in the foothills of the San Bernardino mountains at the eastern edge of the Inland Empire. Our school district serves approximately 8,032 students in the communities of Yucaipa and Calimesa. The district's diverse student population includes: Hispanic 51.3%, White 42.7%, African American 1.6%,Two or More Races 1.8%, Asian 1.1%, Filipino 0.5%, American Indian 0.4%, and Pacific Islander 0.2%. The socioeconomically disadvantaged student population is 62.2%, students with disabilities represent 14.9%, the English Learner population is 8.3%, and the foster youth population is 1%. The district's total unduplicated count is 60.19%.

Yucaipa-Calimesa Joint Unified School District employs over 1,027 certificated and classified staff and operates twelve schools serving TK-12 students. The six elementary schools serve transitional kindergarten through fifth grades; the two middle schools serve sixth through eighth grades; and the one district dependent charter school serves kindergarten through eighth grades. Grades nine through twelve are served at the one comprehensive high school, one continuation high school, and one community day school.

YCJUSD is committed to preparing our students to become productive participants in our communities.

The Local Control and Accountability Plan supports our district's purpose and mission. Our Purpose is "To Make a Difference in the Life of Each Child."

Mission Statement: The Yucaipa-Calimesa Joint Unified School District is committed to providing a rigorous education that extends the opportunity for all students to achieve success academically, vocationally, and personally. Through a safe and caring environment, students will be prepared to become productive citizens in a democratic society.

Reflections: Successes

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

Several areas our district is proud of accomplishing are:

- 2021-22 California Pivotal Practice District Award
- 2021-22 - Several schools earned Positive Behavioral Interventions and Supports (PBIS) platinum, gold, and silver implementation awards
- Partnership with Crafton Hills College (CHC) for dual enrollment opportunities
- The increase of students reclassified English proficient from 3% in 2021 to 5% in 2022
- The increase of students making progress toward proficiency on the English Language Proficiency Assessments for California (ELPAC) from 43% in 2021 to 46% in 2022
- The increase of A-G completion rate from 42% in 2021 to 57% in 2022
- The increase of students enrolled in Career Technical Education (CTE) completing capstone courses from 64% in 2021 to 77% in 2022
- The increase of high school graduation rate from 89% in 2021 to 93% in 2022

Last year, our district was awarded the Pivotal Practice Award for our district implementing the Signs of Suicide (SOS) workshops with our secondary students in the 2020-21 school year. Our district collaborated with a community mental health services partner to implement a suicide prevention program for our secondary students during distance learning. Additionally, several schools were recognized for Positive Behavioral Interventions and Supports (PBIS) for platinum, gold and silver implementation awards in the 21-22 school year.

The systematic monitoring of course enrollment and student achievement (Goal 3, Actions 2 and 3 and Goal 5, Action 4) has helped to increase our A-G completion rate and CTE capstone course completion, along with our partnership with Crafton Hills College for dual enrollment opportunities at all of our high schools, including our continuation high school and community day school. In addition, the increase in A-G completion is due to our partnership with the California College Guidance Initiative (CCGI). Our district reviewed course sequences and worked collaboratively with CCGI to validate our course data and student data accuracy in order to increase high school graduation rates. When reviewing our A-G student data, the data revealed the subject areas of math and language other than English were areas where our students are struggling to complete. Therefore, during the 2022-23 school year, our district added foreign language courses at the middle school level using A-G Completion Improvement Grant funds.

Also, our Technology team assisted with deploying over 1500 Chromebooks and 250 Newline board and upgrading over 750 computers at our schools and departments.

Additionally, our English Language Development (ELD) teachers (Goal 1, Action 1) piloted ELD curriculum at our middle and high schools to

ensure our English learners have proper instructional materials to increase student achievement. In addition, our district restructured how English Learner Tutors (Goal 2, Action 10) are placed at our schools to support our English Learner students more efficiently, and English Tutors received instructional training in order to support our English Learner students' needs. Also, our Special Projects Director (Goal 1, Action 8) has helped to assist our middle schools and high schools with appropriate student placement in classes and master scheduling support to support English proficiency and reclassification processes, restructuring our English Learner Tutors' schedules, and adopting and implementing instructional materials for our Newcomer students.

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.

For the first time since 2019, the CA dashboard was released in winter of 2022. The main areas of need for the last year are:

- The decrease in English Language Arts CAASPP scores from 55% in 2021 to 44% in 2022 and math CAASPP scores from 32% in 2021 to 25% in 2022
- The increase of Chronic Absenteeism from 12% in 2019 to 31% in 2022
- The decrease of school attendance rate data from 96% in 2021 to 90% in 2022
- The increase of high school dropout rate from 1% in 2021 to 3% in 2022
- The increase of suspension rate from >1% in 2021 to 4% in 2022

By our district personnel performing data analysis of our district's 2022 CA Dashboard data, we have identified areas of focus regarding student achievement, school climate, and pupil engagement.

When analyzing CA Dashboard data, students decreased in English Language Arts and Math performance. Through data analysis, we identified a gap between all students and certain student groups. For instance, CA Dashboard data indicates English Learner students remained low in English Language Arts performance with 13% in 2019 to 9% in 2022; Students With Disabilities decreased from 15% in 2019 to 12% in 2022; and Foster Youth students showed no students above standard in 2019 and 14% in 2022. In addition, according to the CA Dashboard data for Math, Students With Disabilities decreased from 11% in 2019 to 7% in 2022 and English Learners decreased from 9% in 2019 to 3% in 2022. In order to address the area of student achievement in English Language Arts and Math, we have put several actions into place. For example, we identified the need to improve systems alignment and coherence to increase students' academic achievement in English Language Arts and Math by aligning district curriculum in grades TK-12 English Language Arts, math, and science (Goal 1, Actions 8, 10, 11 15, and 16). Also, our district implemented a district-wide assessment platform and common formative assessments in order to increase alignment across grade levels (Goal 1, Actions 4, 5, 8, 9,). Along with the assessments, we implemented data protocols during structured district-wide, weekly collaboration time. In addition, our Educational Services team meets monthly with our school administrators at instructional leadership meetings to focus on formative and summative assessment learning by reviewing district data and analyzing individual school data, including student subgroup data and classroom observation data. We continued our district intervention systems work

with our intervention specialists, reading specialists, and psychologists to build and align reading and math interventions, especially to support our English Learners, Foster Youth and Students with Disabilities subgroups. We implemented K-12 math intervention programs as well. For English Language Arts, our district is exploring an elementary phonics programs to address the students' needs with reading for Tier 1 and Tier 2 literacy support, and our elementary teachers were trained in Tier 3 reading support. Additionally, an area our Students Services team identified is our work with inclusion with our special education students. After listening to our teachers and instructional aides, we understood we did not communicate well when our district launched more inclusive practices a few years ago. Therefore, our Educational Services team created a Special Education Collaborative Coalition comprised of district administrators, school administrators, teachers, counselors (Goal 5, Actions 2, 3, and 4), instructional aides (Goal 2, Action 3), and county personnel to work together on how we can best support our staff and students with inclusive practices throughout our district.

In addition, our district has two high schools in CSI for graduation rate, and one area we are focusing on is math achievement for our high school students to increase high school graduation rates. After gathering feedback from our administrators and teachers, we are researching math teacher training at the secondary level and exploring different ways to implement math intervention classes at the secondary level as well. Another school in CSI is our grades TK-8 independent study school for low performing student academic achievement. While working with our independent study program teachers, they are exploring the structure for students' schedules, including administering common formative assessments and providing intervention support for our independent study students to increase student academic achievement (Goal 2, Action 6). There will be more information provided in the CSI section specifically addressing the support for CSI schools and monitoring and evaluating the effectiveness as well.

In the area of school climate, a significant area to address for all students is the very high level of Chronic Absenteeism when looking at CA Dashboard data. With our student subgroups, Students With Disabilities increased from 17% in 2019 to 39% in 2022; Foster Youth students increased from 27% in 2019 to 39% in 2022; and African American students increased from 25% in 2019 to 39% in 2022. Additionally, in the area of school climate, CA Dashboard data indicates an increase in Suspension Rates with certain student groups. Other student groups decreased slightly, yet still remained at high levels of Suspension Rates. For example, American Indian students increased from 1% in 2019 to 12% in 2022, while Foster Youth students went from 22% in 2019 to 20% in 2022 and African American students went from 11% in 2019 to 9% in 2022 both remaining at high levels. In order to address the area of Suspension Rate, the addition of counselors and social emotional supports (Goal 5, Actions 1 through 8) and elementary and secondary deans (Goal 5, Action 10) will help to support with attendance and behavior supports with students to decrease Chronic Absenteeism and Suspension Rates. In addition, the expansion of Positive Behavioral Interventions and Support (PBIS) training (Goal 5, Action 9) at schools will help to decrease suspensions and increase school attendance. Also, the cohesive implementation of Tier 1 and 2 counseling and social-emotional learning supports (Goal 5, Actions 7 and 8) at our elementary schools and secondary schools will help to decrease Chronic Absenteeism.

LCAP Highlights

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

For the first time since 2019, the CA Dashboard was released in winter of 2022. There were several aspects our district is proud of pertaining to systems alignment progress. There was a focus on student academic achievement through Goal 1: Increase the relevance, rigor and consistency of the curriculum and instruction of the Common Core State Standards. For example, our district completed a pilot and adoption of TK curriculum, implemented newly-adopted K-12 Next Generation Science Standards (NGSS) instructional materials; and developed and implemented K-12 math and English common formative assessments district wide, with the support of our Teaching and Learning Director (Action 10), Elementary Teacher on Assignment (Action 16), and Secondary Teacher on Assignment (Action 11).

Based on CA Dashboard data, there is a need for continued work toward student interventions and support through Goal 2: Close the identified achievement gap by providing targeted additional support to meet the needs of students who are not meeting standards in the core instructional program by providing math intervention materials at elementary level (Action 5). In addition, our district has two high schools in CSI for graduation rate, and the areas we are focusing on is math achievement for our high school students to increase high school graduation rates. After gathering feedback from our school and district administrators and teachers, we are researching math teacher training at the secondary level and exploring different ways to implement math intervention classes at the secondary level (Action 5) as well. Additionally, our district revised our English Learner Master Plan that drives our reclassification procedures and piloted and adopted English Learner Newcomer instructional materials with the help of our English Language Development (ELD) teachers (Goal 1, Action 1) and Special Projects Director (Goal 1, Action 8). As a part of aligning our systems, we restructured how English Tutors (Action 10) are assigned to schools and added extra hours in order for tutors to provide increased support for English Learner students. Also, in order for students to meet high school graduation and A-G course requirements, we provided additional credit recovery classes (Action 4), additional elective classes (Action 5), the AVID program at middle and high schools (Action 7), and staffed additional AVID tutors (Action 8) for student support.

In addition, in the 2022 CA Dashboard data, the College and Career Readiness Indicator was not issued, reflecting Goal 3: Increase the number of students who complete Career Technical Education (CTE) pathways through the completion of a capstone course and Goal 4: Increase the number of students in CTE pathways. Nevertheless, we revised board polices regarding CTE, Work-Based Learning, and Dual Enrollment (Goal 2, Action 1) to continue our K-12 focus on CTE and focus on preparing our students for high school graduation and life after high school.

There is a continued focus on student wellness and behaviors in Goal 5: Implement measures to foster positive school environments and support students through elementary counselors (Action 2), middle school counselors (Action 3), high school counselors (Action 4 and Goal 2, Action 2), elementary and secondary dean support (Action 10), and social emotional supports, such as positive behavioral interventions and supports (PBIS) (Action 9), Where Everybody Belongs (WEB) and Link Crew (Action 1), and Care Solace (Action 6). Our local indicator data already shows the impact of Goal 5 actions by demonstrating a decrease in suspension rates at some schools this school year.

We have steadily been increasing success on building collaborative relationships with school and family through Goal 6: Establish family and school partnerships. Even though we have not been able to fill the Bilingual Parent Engagement Specialist (Action 3) position yet, our

Bilingual Liaison Clerk (Action 2) and translation services (Action 1) has positively impacted our students' success by building relationships with families and connections with schools by providing language supports for our families to communicate more regularly with school personnel to be more informed about their student's progress and resources to help their student at providing academic and social-emotional resources for our students, especially for our English learners, Foster Youth, and Students With Disabilities. Our Special Projects Director (Goal 1, Action 8) has worked with our English Learner, Foster Youth, and Low Socio-Economically Disadvantaged parents this year, especially with our district's English Learner Master Plan revisions. Also, our Student Services division has increased special education parent collaboration with Dine with the Director meetings our Executive Director of Student Services has held to build bridges with our Students With Disabilities parents.

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.

Green Valley Independent Study program (PEP+) became eligible for low academic performance. Oak View High School and Yucaipa High School became eligible for graduation rates.

Support for Identified Schools

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

Upon receiving notification of CSI status, our Special Projects Director (Goal 1, Action 8) met with, and formally notified, each CSI school of their identification and reviewed the data leading to their identification.

During subsequent meetings with each CSI school, the district supported the principals with a model to review a needs assessment, root cause analysis, and SPSA Evaluation Tool. Additionally, the district assisted in facilitating the needs assessment, root cause analysis, and SPSA evaluation of current conditions to be used to inform and guide actions to mitigate the identified causes of CSI. Each CSI school has an existing relationship with various educational partner groups who have a vested interest in the school's success. Therefore, the following groups (with meeting dates) served as the foundation for identifying needs and analysis beyond the initial CSI identification.

- YHS: Community Cabinet (April 4, 2023), School Site Council (April 10, 2023), and English Learner Advisory Committee (May 2, 2023)
- OVHS: All Staff (April 10, 2023) and School Site Council (April 18, 2023)
- GVIS/PEP+: School Site Council (April 12, 2023) and All Staff (April 14, 2023)

Based on the data collected from work with educational partners, combined with data from Dashboard indicators and individual student data, evidence-based interventions are, or will be, identified to match the identified need.

PEP+ - K-8 Independent Study School (Enrollment: 82)
Area of identification: Low Performing

- ELA: -144.5 DFS; 27% proficient, 73% not proficient
- Math: -151.4 DFS; 18% proficient, 82% not proficient

District administration supported school administration in meeting with the School Site Council on April 12, 2023 and with the school staff on April 14, 2023 to conduct a review of performance data and factors leading to CSI designation. Each group engaged in a discussion regarding strengths and weaknesses potentially contributing to the factors leading to CSI designation. After the initial discussion, each group engaged in a survey using Mentimeter as a resource to rank the "Dimensions of Resource Equity" (adapted from the Alliance for Resource Equity. n.d.; and Education Resource Strategies. Travers, J., 2018.). The staff further engaged in the "5 Whys Protocol" (as presented by SBCSS) using Thought Exchange to determine Root Cause Analysis factors, which included in depth discussion facilitated by district staff, to ensure all school staff could be engaged in the discussion.

Dimensions of Resource Equity:
Both SSC and Staff ranked Family Academic Engagement and Teaching Quality as numbers two and three respectively. However, SSC ranked Intervention as number one, and Instructional Time as number four. Whereas, staff reversed the order of these two factors. The discussion that followed, clarified that parents feel intervention is a critical factor, but teachers feel additional instruction time in critical, which led to a more in depth discussion regarding what is allowable versus what is not surrounding instruction in an Independent Study School model regarding core and intervention instruction.

Root Cause Analysis:
Using Thought Exchange to facilitate the "5 Whys" protocol, the results of the activity, and ensuing staff discussion, focused on the following factors to identify the root cause of low performance in an Independent Study school.

- Students need academic intervention support intervention that parents are not equipped to provide at home.
- Parents need additional support in order to help their students with core academic concepts in independent study setting.
- Instructional time provided directly by the teacher in an indepent study model is limited.
- There are a large number of students opting out of CAASPP testing, which negatively impacts overall performance as these students receive the Lowest Obtainable Scaled Score (LOSS).

Actions and Services to support findings (Using CSI Funds)
Family Engagement/Parent Training

- In an Independent Study School, the parent engages with the student as a teacher. PEP+ will work with the Math Council, or similar provider, to provide Family Engagement/Parent Training on a quarterly or trimester basis. Parent engagement nights will be designed to equip parents how to teach complex academic concepts that will be introduced in the coming quarter/trimester,

commensurate with Professional Development for teachers. Additional follow up resources will be provided for parents to access. This action supports the findings from Resource Equity and Root Cause Analysis related to Family Engagement and Teaching Quality. In John Hattie's work on Visible Learning, the effect size for Teacher Efficacy, which is the intended outcome of this action, is 1.57 where 0.4 is considered effective.

Structuring Instructional Time Effectively

- PEP+ staff and administration will participate in training through The California Consortium for Independent Study, and SBCSS, to learn innovative teaching methodologies and assessment strategies tailored for independent study. Staff will work with site and district administration guidance to restructure the format of instructional and intervention time to improve overall efficacy of the Independent Study program. This action is aligned with the findings related to scheduling instructional time effectively in accordance with the regulations of an independent study model. In Hattie's work, this action aligns with Teacher Clarity, as teachers will improve their overall efficacy, which yields an effect size of .75.

Project Based Learning (PBL)

- PEP+ teachers will participate in PBL training, provided by PBL Works/Buck Institute, to learn strategies for redesigning assignments to be more student and family engaging while making assignments interdisciplinary in nature and building on prior knowledge. In Hattie's work, this action aligns with Integrating Prior Knowledge with an effect size of .93, Student Engagement with an effect size of .56, and Integrated Curriculum with an effect size of .47.

Additional Action: Site administration will initiate a “testing campaign” to encourage students to participate in CAASPP testing, and inform parents of the importance of having student scores reflected. This came as a request from parents during the discussion with SSC, with SSC parents stating that most parents are not aware of the importance of participation, nor the negative impact to the school by not allowing their student to participate.

OVHS - 7-12 Community Day School (Enrollment: 79)

Area of identification: Graduation Rate

- 2022: 66.7%
- 2021: 50%
- 2020: 79.6%
- 3-yr avg: 65.4%

District administration supported school administration in meeting with school staff on April 10, 2023 to conduct a review of performance data and factors leading to CSI designation. The group engaged in a discussion regarding strengths and weaknesses potentially contributing to the factors leading to CSI designation. After the initial discussion, the group engaged in a survey using Mentimeter as a resource to rank the "Dimensions of Resource Equity" (adapted from the Alliance for Resource Equity. n.d.; and Education Resource Strategies. Travers, J.,

2018.). The staff further engaged in the "5 Whys Protocol" (as presented by SBCSS) using Thought Exchange to determine Root Cause Analysis factors, which included in depth discussion facilitated by district staff, to ensure all school staff could be engaged in the discussion.

Dimensions of Resource Equity:
Staff ranked Intervention, Instructional Time, Teaching Quality, and Empowering, Rigorous Content as their top factors. The discussion that followed, led to a more in depth discussion regarding the need for interventions for students, primarily literacy skills (reading and writing). The average reading level according to the latest STAR Reading assessment is 5th grade level. This led to in depth discussion of the need for literacy support embedded in the content areas.

Root cause analysis factors:
Using Thought Exchange to facilitate the "5 Whys" protocol, the results of the activity, and ensuing staff discussion, focused on the following factors to identify the root cause of low graduation rate at the continuation high school.

- Attendance/Student engagement - students come in with many academic and credit deficiencies, and social-emotional issues which directly affect their attendance and apathetic behaviors in school.
- Literacy skills - related to academic deficiencies, most students are reading at a 5th grade level, based on STAR reading scores.

Actions and Services to Support Findings: (using CSI Funds)
Project Based Learning (Buck Institute/PBL Works)

- Teachers will participate in training for Project Based Learning, and implement PBL collaboratively across content areas to help students build and understand of relevance to life skills outside of school. Staff will then work collaboratively to design PBL projects that connect content areas, and relate to life situations outside of school to help students see connections and relevance to knowledge/skills beyond the school walls. In Hattie's work, this action aligns with Integrating Prior Knowledge with an effect size of .93, Student Engagement with an effect size of .56, and Integrated Curriculum with an effect size of .47.
- Co-teaching/Collaboration Model - teachers will participate in a Co-teaching/Collaboration Model approach to help facilitate PBL and support students academically across content areas, build positive relationships. This action supports the implementation of PBL, but more importantly helps foster positive connections between students and staff. Hattie's work indicates that positive relationships between students and teachers has an effect size of .48.

Social-Emotional Learning (SEL)

- School will purchase Character Strong (SEL) program for high school and include Tier 2 level support. The school counselor and principal will participate in training for Character Strong in order to fully support the program's success. School admin will explore opportunities to restructure time to support consistent SEL lessons and support for students. This action results from the root cause analysis indicating that many of the students in community day school have had past traumas in their background and could benefit from SEL support and training, and could extend to staff participating in Trauma Informed Practices training. Hattie's work supports the self regulation, meta cognition, and self efficacy skills addressed in SEL with effect sizes between .52 and .71.

Adolescent Literacy Skills

- Teachers will participate in training focused on teaching reading and writing skills to adolescent students in all content areas. This action is connected with the fact that the average reading level is 5th grade, however, the most students are in 11th or 12th grade.

This action was seen as critical to help address learning gaps that students in a continuation high school have. The high mobility rate in continuation schools is expected to have an impact on overall outcome, however, Hattie's work still suggests an effect size of .46 for writing and .55 for reading.

- Supplemental Literacy Materials - Appropriate materials will be purchased to support teaching literacy skills to adolescent students to support literacy training as needed. Exact purchase, if any, is unknown at this time.

Assessment Training for Instructional Assistants

- Instructional Assistants will be provided training to support teachers in administration of online assessments, such as STAR Reading assessment, to ensure all students will have current/relevant data regardless of attendance patterns. This was recognized as a need through discussion with teachers. Due to the high mobility rate of community day school, students need to be assessed often outside of the district calendar which can be supported with Instructional Assistants to ensure that student data is current.

YHS - 9-12 Comprehensive High School (Enrollment: 2,830)
Area of identification: Graduation Rate

- 2022: 96.6%
- 2021: 97%
- 2020: 7.9%* (Reporting error)
- 3-yr avg: 67.1%

School administration met with School Site Council on April 14, 2023, Department Chairs on April 17, 2023, and Community Cabinet (parent group) on April 4, 2023 to conduct a review of performance data and factors leading to CSI designation. Each group engaged in a discussion regarding strengths and weaknesses potentially contributing to the factors leading to CSI designation. After initial discussions, each group engaged in an in-depth review of the Title I and Title III Evaluation (CDE template) actions and outcomes, and provided additional input towards the overall evaluation of each. Information from the evaluation was further discussed in comparison to performance data to reveal Resource Inequities and Root Cause Analysis factors.

Resource Equity issues discussed:

- Instructional time - options to design the master schedule and student schedules allow flexible opportunities for access to math interventions.
- Intervention - similar to Instructional time, options for students to access interventions as needed.
- Whole Child - many students do not have positive relationships with staff in high school.

Root cause analysis factors:

Root cause analysis factors were identified through discussions above in concert with a review of data. The following items were consistent points of discussion among all groups.

- Mathematics success - 70% of students are not proficient in math based on CAASPP scores. Students have limited access to math interventions.
- Teacher beliefs - recent student LCAP survey revealed students do not have positive relationships with their teachers, and do not feel supported by teachers. This lack of meaningful relationships leads to student and teacher apathy, and negatively affects student engagement.

Actions and Services to Support Findings: (using CSI Funds)

Math Lead Teacher

- Math Lead will be a math content area expert who will act as a resource in guiding teachers through data protocol using CFA and other measures of student performance to isolate concepts needing remediation. This action will help equip teachers with data to promote effective first instruction, followed by targeted Tier I interventions in the classroom. This action also allows students access to a model similar to response to intervention model where teachers are informed by assessment data, which has an effect size of 1.29

Math Intervention

- Additional sections of math intervention will be added. These will be designed to be fluid and temporary. Students can receive assistance based on identified deficient skills then move out. This will be accomplished by a teacher giving up a prep on a rotational basis. This action will give more students access to math interventions on a fluid and flexible basis. This action further supports the preceding action of response to intervention which has an effect size of 1.29.

Data Analysis Protocol and Collaboration

- Pay for "Formative", a program to help teachers in non-core subjects create their own Common Formative Assessments (CFA), and facilitate teachers in core subjects a tool to more effectively check in with students to monitor their understanding of concepts in order to provide regular and timely feedback for students. Formative assessment has an effect size of .48, and providing regular feedback .70.
- Pay for sub release time to allow teachers ½ day, or full day, sessions for data analysis protocol from district level Common Formative Assessments (CFA) and provide collaboration time for instructional strategies based on data (facilitated by Math Lead). This action supports teachers ability to more accurately strategize lessons to build upon prior knowledge and provide targeted direct instruction based on the information from the data and collaboration sessions. According to Hattie's work, direct instruction has an effect size of .59, and instruction based on prior knowledge has an effect size of .93.

School Culture

- Bring in a facilitator to work with staff on school culture and beliefs designed to help build positive relationships with students. Part of the root cause analysis identified that students do not have positive relationships with teachers which has built a culture of apathy among teachers and students. This action is designed to foster collective teacher efficacy, which has an effect size of 1.57.

Monitoring and Evaluating Effectiveness

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

The Special Projects Director (Goal1, Action 8) will meet with principals of CSI schools on a regular basis, approximately every other month, to monitor implementation of their CSI plan and specified action within. Evaluating effectiveness will be conducted through regular review of CFA data for completion of CFAs on the given schedule, and evaluation of the level of proficiency students are demonstrating on the CFAs as they are administered. Additionally, for OVHS, student completion of credits will also be monitored to ensure students are completing credits at the anticipated rate.

Schools are required to report their SPSA progress and mid-year evaluation to particular educational partner groups. This process will be continued in order to allow principals the opportunity to report to School Site Council (SSC) and English Learner Advisory Committee (ELAC) as educational partners.

Finally, the Assistant Superintendent of Educational Services meets regularly with the Special Projects Director to review each's school's progress in their designated goals and adapt to provide proper support to each school.

Engaging Educational Partners

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

The Yucaipa-Calimesa Joint Unified School District reached out to our community of educational partners to share student successes and challenges and to gather input to assist with the development of the 2023-24 LCAP. The Parent Advisory Committee (PAC), included parents representing English learners, low-income, foster youth, and students with disabilities. PAC participated in virtual meetings and in a large-scale virtual dialogue which consisted of almost 700 participants. Additional LCAP meetings were held with counselors, certificated and classified staff associations, principals, site, and district administrators, and the Special Education Local Plan Areas (SELPA) Administrator. The district reached out to our educational partners to advise of the dates of LCAP development opportunities through Parent Square, text messages and parent emails.

Meetings were held on the following dates with various educational partners:

- TK-12 Lead Teachers: September 1, 2022, October 21, 2022, December 9, 2022, February 3, 2023, April 7, 2023, and May 6, 2023;
- District English Learner Advisory Committee (DELAC): October 21, 2022, January 27, 2023 and April 21, 2023;

District and School Administrators: January 25, 2023 and March 15, 2023;

- Special Education Parent/Guardians: February 22, 2023;
- Certificated representatives of the Yucaipa-Calimesa Educators Association (YCEA): March 9, 2023;
- Students: March 10, 2023;
- Counselors: March 14, 2023;
- Parent Advisory Committee (PAC) virtual meetings: March 15, 2023 in the morning and evening, including parents representing English learners, low income, foster youth, and students with disabilities;
- Special Education Local Plan Area (SELPA) Administrator: April 3, 2023;
- Classified representatives of the California School Employees Association (CSEA): May 19, 2023; and
- Foster Youth Parents/Guardians/Agencies: May 24, 2023.

The district's goals, actions, metrics, and current data were presented at the educational partner meetings. Data shared at meetings pertained to the strengths and challenges students demonstrated on the CAASPP for math and ELA. State and local data for A-G completion, English learner progress, AP participation and scores, college/career readiness, attendance, graduation, and parent participation were provided. Data was also shared for student, staff, and parent feedback from surveys that were administered to parents in February 2023, to staff in February 2023, and students in March 2023. Additionally, the Parent Advisory Committee (PAC) completed the Parental Involvement and Family Engagement Self-Reflection tool for Priority 3. Educational partner input was requested to maintain, modify, delete, or add LCAP actions.

A draft of the LCAP was presented to the District English Learner Advisory Committee (DELAC) on April 21, 2023 and the Parent Advisory Committee (PAC) on May 16, 2023. No questions were provided from the District English Learner Advisory Committee (DELAC) and the Parent Advisory Committee (PAC); therefore, there was no requirement for the Superintendent to respond in writing. The LCAP draft was posted for public view on the District website on June 9, 2023. Public hearing of the LCAP took place on June 13, 2023, and the Governing Board adopted the LCAP on June 20, 2023.

A summary of the feedback provided by specific educational partners.

The District requested and collected feedback regarding LCAP actions from multiple educational partners during the LCAP development meetings to determine priorities in the LCAP. Ideas and trends were analyzed from feedback received at meetings and surveys by specific educational partners as follows:

Parent Advisory Committee (PAC), including Parents/Guardians representing English Learners, Low-Income, Foster Youth, and Students With Disabilities:

- Wider range of academic interventions to cover more students, especially math at secondary level.
- Continue counselors at all schools, very helpful this year.
- Behavior interventions/support could be tied to mental health; kids acting out.
- Continue focus on Family Learning Center and parent education classes; need Cultural Competency to adjust to changing dynamics in the community.
- Continue After-school activities and Family Nights; Fall Festivals, events to bring families together, build school community engagement.
- Advertise CTE at the high school so parents can help guide students about options.
- Opportunities for parents to volunteer at school (all levels).

Parents of English Learners and District English Learner Advisory Committee (DELAC):

- Interventions are beneficial for helping students academically; need support specifically for ELPAC.
- Extracurricular activities (clubs) help students build a positive connection to school even if they are not strong academically.

- Parent workshops/classes on continuous learning and support for students, such as high school graduation, CTE requirements, and college entrance information.
- Help students prepare for ELPAC.
- Teach parents about ELPAC.
- Cultural Competence - training for teachers to learn empathy towards challenges of ELs.

Foster Parents/Guardians/Foster Agencies:

- Communication is vital when dealing with foster youth and the schools. District is doing a good job with communication and a focus on kids.
- Keep Deans and Counselors. The extra support is especially helpful with foster youth who have experienced trauma or have behavioral issues.
- Build capacity with Trauma Informed Practices for teachers and school staff. This helps build understanding and empathy for what foster youth are dealing with.
- Expand EL Tutors throughout the day. Newcomers and refugee students need support throughout the day.
- Success programs have been very successful with foster youth. Continue to support Success programs.

Students:

- Vaping is a significant concern resulting in students not feeling safe. Student perception is Security doesn't care or do anything about it.
- Bathrooms are frequently locked, usually because of vaping, causing students to trek across campus to find an open bathroom.
- Improve quality of food/school lunch, add "Snack Shack". Portions too small for older students and athletes.
- Chromebooks and wifi have outages affecting quality of instruction and ability to complete work.
- Too much work out of class and not much in class. The workload is very skewed to the side of working at home.
- Teachers are not patient with students who don't understand right away; get angry.
- Lessons and content do not feel relevant to life application.
- Dress code not consistently applied; rules for boys compared to rules for girls.
- Students are not kind to each other.

Counselors:

- Many topics related to intentional focus on mental health and importance of student wellness as a factor to students being able to focus on academics.
- Wider range of academic interventions to cover more students.
- More focus on math, especially at the high school.
- Having elementary counselors at all schools has been a huge help this year.
- Having a dedicated college/career counselor has been very helpful.
- Second Step curriculum is good - keep supporting and add Tier II (new component).
- More Instructional Aides to help support inclusion.

- Advertise/promote CTE Pathways and Academies.

SELPA Administrator and Parents of Students with Disabilities:

- Ensure instructional materials support special education needs.
- Include opportunities for general education and special education teachers to communicate and collaborate when students matriculate to next school.
- Positive Behavioral Supports and Interventions (PBIS) is good for special education.
- Adding additional credit recovery classes.
- Expanding independent study program.
- Need to meet IEP timelines.

Principals, School and District Administrators

- Having an elementary counselor at all schools has been extremely beneficial.
- Attention to SEL, with staff and curriculum, has been beneficial especially coming back after tumultuous times when so many students have been impacted.
- Additional counselors at elementary and secondary schools and behavioral have been helpful with students.
- English learner tutors.
- Bilingual homeless/foster liaison clerk.
- Need to ensure English Learners are getting ELD and appropriate support.
- Focus on addressing Chronic Absenteeism - build positive connection to school.

Teachers:

- Need to expand quantity of interventions, especially math.
- There is a good relationship with ROP; they are providing high interest pathways.
- New playgrounds are a big hit! Explore updating other facilities.
- Need support for inclusion; training and staff.
- Support, additional training for new staff on PBIS.
- Elementary science, technology, arts, engineering and math (STEAM) classes are good to get kids excited about different topics/career options; help future CTE pathways.

Yucaipa-Calimesa Educators Association (YCEA) Representatives:

- Focus on SEL is a good thing and should be continued - Extremely beneficial for all students.
- Professional Development in person, not virtual; especially literacy training. Survey teachers for specific needs.
- Continue supporting visual and performing arts, things that build relationships and sense of community.
- Continue focus on SART; increase attendance.
- PBIS - Many teachers and new administrators need updated training. Need the same resources at all schools.

California School Employees Association (CSEA) Representatives:

- Increase options for CTE career oriented pathways - not all students are college bound.
- Increase support for Bilingual families. Many are coming from other cultures and do not understand the school structure, and how to support their students.

Based on the analysis of the feedback provided above, the following trends emerged:

- Increase academic interventions and support, especially in math.
- Continue counseling support - very beneficial for students; focus on empathy amongst students.
- Increase academic interventions.
- Continue STEAM at elementary schools and CTE at secondary schools - advertise CTE pathways for students and parents.
- Cultural competency and empathy training for staff, and awareness for parents.
- Increase parent engagement and training opportunities.
- Support for inclusion; training and staffing.

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

The goals and actions in the LCAP were highly influenced by the feedback from educational partners. The feedback included the need to provide empathy training for staff; support for inclusion; continue counseling support; continue STEAM at elementary schools and CTE at schools; increase academic interventions, and increase parent engagement opportunities, such as classes and workshops.

Based on educational partner feedback, the established six goals will remain the same in the 2023-24 LCAP:
Goal #1: Increase the relevance, rigor and consistency of the curriculum and instruction of the Common Core State Standards
Goal #2: Close the Identified achievement gap by providing targeted additional support to meet the needs of students who are not meeting standards in the core instructional program
Goal #3: Increase the number of students who complete CTE pathways through the completion of a capstone course
Goal #4: Increase the number of students participating in CTE pathways
Goal #5: Implement measures to foster positive school environments and support students
Goal #6: Establish family and school partnerships that build solid relationships between school and family

Addressing academic and intervention support for students influenced the implementation of the actions to contribute to the effectiveness of Goals 1 and 2. Student access to intervention and credit recovery opportunities is specifically addressed in Goal 1, Action 2 and Goal 2, Actions1, 4 and 5. Expanding CTE opportunities and pathways is specifically addressed in Goal 3, Actions 1, 2 and 3; and Goal 4, Actions 1, 2 and 3. Increasing counseling support for students is specifically addressed in Goal 2, Action 2 and Goal 5, Actions 2, 3, 4, 5, 6, 8, and 9. Parent workshops being planned will be pertaining to parent awareness, such as student cell phone usage and vaping; high school graduation requirements; credit recovery; A-G completion; CTE pathways during high school and post-secondary opportunities; and Free

Application for Federal Student Aid (FAFSA) college entrance information. Additional parent engagement and training opportunities are specifically addressed in Goal 2, Action 9 and Goal 6, Actions 2, 3, and 4. Also, the support for inclusion supports and empathy training for certificated and classified staff is specifically addressed in Goal 1, Action 14 and Goal 5, Action 7.

Goals and Actions

Goal

Goal #	Description
1	Goal 1: Increase the relevance, rigor and consistency of the curriculum and instruction of the Common Core State Standards

An explanation of why the LEA has developed this goal.

Quantitative and qualitative data analysis of school and district data, including Dashboard data, STAR data, math and English-Language Arts common formative assessment data, and feedback from educational partners, indicate the need for coherence across schools is essential for increasing students' success. Research demonstrates the importance of consistent practices at the school level as well as district wide; for example, variance among grade level and school practices result in widening the gap of student achievement. As a result, our district recognizes the significance of Goal 1 being more specific to alignment and coherence of grade-level standards across the district. YCJUSD developed Goal 1 to provide metrics specific to specialized programs and specific sub groups to assure data is reviewed and analyzed for all student groups. By providing focus on improving these metrics, we will support increased student achievement and increased access to programs, which supports achieving our goal of increasing the relevance, rigor and consistency of the the curriculum and instruction of the Common Core State Standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Zero findings in teacher credentialing compliance with authorization	2019-20: Zero findings	2020-21: Zero findings	2021-22: One corrected missed assignment		Zero findings
AP Participation in Classes	2019-20: 36% of students participated in AP classes	2020-21: 32% of students participated in AP classes	2021-22: 21% of students participated in AP classes		27% of students will participate in AP classes

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to standards aligned instructional materials, including ELD standards in courses	2019-20: ELA/ELD materials for elementary were adopted in 2017 and were implemented 2018/19 ELA/ELD materials for secondary were adopted in 2016 and were implemented 2017/18 Math materials for elementary were adopted in 2019 and were implemented 2018/19 Math materials for secondary were adopted in 2019 and were implemented 2019/20	2020-21: ELD materials for secondary will be piloted in spring 2022 at secondary schools Next Generation Science Standards materials are being piloted and will be adopted spring 2022 History Social Science framework will be reviewed with secondary teachers in spring 2022	2021-22: ELD materials for secondary will be piloted in winter 2023; Next Generation Science Standards materials were adopted in 2022 and were implemented 2022/23; History/Social Science framework will be reviewed with secondary teachers in spring 2023		100% implementation of standards ELA/ELD materials for elementary were adopted in 2017 and were implemented 2018/19 ELA/ELD materials for secondary were adopted in 2016 and were implemented 2017/18 Math materials for elementary were adopted in 2019 and were implemented 2018/19 Math materials for secondary were adopted in 2019 and were implemented 2019/20 NGSS materials for elementary and secondary adopted and implemented HSS materials for elementary and secondary adopted and implemented.
Zero school facilities findings on Williams	2019-20: Zero findings	2020-21: Zero findings	2021-22: Zero findings		Zero findings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Zero instructional materials findings on Williams supporting student access to aligned instructional materials and courses	2019-20: Zero findings	2020-21: Zero findings	2021-22: Zero findings		Zero findings
Percentage of students who have successfully completed A-G course requirements	2019-20: 47% of students successfully completed A-G requirements	2020-21: 42% of students successfully completed A-G requirements	2021-22: 57% of students successfully completed A-G requirements		62% of students will successfully complete A-G requirements
Percentage who pass AP exam with score of 3 or higher	2019-20: 34.86% of students passed AP exams with score of 3 or higher	2020-21: 44.52% of students passed AP exams with score of 3 or higher	2021-22: 53.36%of students passed AP exams with score of 3 or higher		75% of students will pass AP exams with score of 3 or higher
Zero findings on teacher credentialing assignments	2019-20: Zero findings	2020-21: Zero findings	2021-22: One corrected missed assignment		Zero findings
Participation and demonstration of college preparedness (EAP)	2019-20: Students demonstrated ELA - 27% and Math 10% in college preparedness (EAP)	2020-21: Students demonstrated ELA - 55% and Math 32% in college preparedness (EAP)	2021-22: Students demonstrated ELA - 56.9% and Math - 31.2% in college preparedness (EAP)		Students will demonstrate ELA - 42% and Math 25% in college preparedness (EAP)
Percentage of English learners making progress toward English proficiency as measured by state	2019-20: 15% of English learners made progress toward English proficiency as measured by state	2020-21: 43% of English Learners made progress toward English proficiency as measured by state	2021-22: 46.9% of English Learners made progress toward English proficiency as measured by state		45% of English learners will make progress toward English proficiency as measured by state

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
language proficiency assessment (ELPAC)	language proficiency assessment (ELPAC)	language proficiency assessment (ELPAC)	language proficiency assessment (ELPAC)		language proficiency assessment (ELPAC)
English Learner Reclassification Rate	2019-20: 9.20% of English learner students were reclassified English proficient	2020-21: 3.26% of English Learner students were reclassified English proficient	2021-22: 5.05% of English Learner students were reclassified English proficient		30% of English learner students will be reclassified English proficient
AP Participation in AP Tests	2019-20: 549 students took AP exams	2020-21: 465 students took AP exams	2021-22: 385 students took AP exams		813 students will take AP exams
Teachers continue to attend professional development on state standards and frameworks, including integrating ELD into instruction	2019-20: 100% teachers provided professional development on frameworks as needed	2020-21: 100% teachers provided professional development on frameworks as needed	2021-22: 100% teachers provided professional development on frameworks as needed		100% teachers provided professional development on frameworks, including integrating ELD into instruction as needed
EnglishLanguage Arts and Math CAASPP Statewide Assessments	2019-20: Students scored 49% ELA and 36% - Math on CAASPP Statewide Assessments	2020-21: Students scored 55% ELA and 32% - Math on CAASPP Statewide Assessments Students scored 32% ELA and 12% - Math on STAR Assessments	2021-22: Students scored 40% - ELA and 25% - Math on CAASPP Statewide Assessments. Students scored 41.4% - ELA and 22.1% - Math on STAR Assessments		Students will score 64% ELA and 51% - Math CAASPP Statewide Assessments

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Ensure that all students have access to a broad course of study in all required subject areas.	2019-2020 All Students	2020-2021 All Students	2021-2022 All Students		All Students will have access to a broad course of study in all required subject areas.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	English Language Development (ELD) Teachers	English Language Development (ELD) teachers provide standards-based and supplemental instructional support for our English learners to increase language acquisition.	$423,231.00	Yes
1.2	Independent Study Teachers	Site administrators will oversee independent study teachers to provide alternative learning opportunities to students, principally directed toward unduplicated student groups, in order to meet differentiated learning styles, opportunities for credit and grade recovery as well as address impacted schedules.	$1,380,932.00	Yes
1.3	Visual And Performing Arts (VAPA) Support	Site administration will provide visual and performing arts programs for all students principally directed toward unduplicated students to provide access to performing arts standards and content.	$935,148.00	Yes
1.4	Data/Network Technician	Our data/network technician provides support for our district and schools by developing and performing data collections and data analysis procedures in order to properly monitor and evaluate student assessment data, especially for our student populations principally directed towards English learners, foster youth, and low income students.	$47,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Computer Resource Assistants	Our computer resource assistants provide educational technology support at our schools for teachers to support the instructional program for learning principally directed towards English learners, foster youth, and low income students.	$504,700.00	Yes
1.6	Site Systems Technician	Our site systems technician provides educational technology support in the classrooms at the high school principally directed towards English learners, foster youth, and low income students for improved access and achievement.	$123,000.00	Yes
1.7	Special Projects Technician	Our special projects technician provides support by monitoring and ensuring our state and federal funds for instructional programs meet proper guidelines and deadlines principally directed towards English learners, foster youth, and low income students to support improved academic outcomes.	$81,900.00	Yes
1.8	Special Projects Director	Our special projects director provides support for our schools with the implementation of curriculum and instructional program and leads monitoring and evaluation of programs for our English learners, foster youth, and low income students to support improved academic outcomes.	$224,000.00	Yes
1.9	Technology Support Specialist	Our technology support specialist provides educational technology instructional software programs and student access support at our schools principally directed towards English learners, foster youth, and low income students for improved access and achievement.	$127,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Teaching and Learning Director	Our teaching and learning director provides support for our administrators and teachers with the implementation of curriculum and instructional program and supports at secondary and elementary schools with assessments and analysis of student data to affect instruction for our English learners, foster youth, and low income students for improved academic outcomes.	$217,000.00	Yes
1.11	Secondary Teacher on Assignment	Our secondary teacher on assignment provides support for our secondary teachers and instructional aides with the implementation of curriculum and instructional program and supports schools with assessments and analysis of student data to affect instruction for our English learners, foster youth, and low income students for improved academic outcomes.	$164,247.00	Yes
1.12	Elementary STEAM (Science, Technology, Engineering, Art and Math) Teachers	Elementary STEAM (Science, Technology, Engineering, Art and Math) teachers will increase engagement and for improved academic outcomes by providing standards-based and instructional support for our English learners, foster youth, and low income students	$784,738.00	Yes
1.13	Library Technicians	Library technicians provide literary support for instructional materials and resource needs to students principally directed towards unduplicated students in order to increase academic proficiency.	$770,000.00	Yes
1.14	High-Quality Professional Development	Educational Services will provide high-quality professional development and follow-up support to all certificated and classified personnel in order to provide the necessary tools and strategies for student learning. This action will provide support to all students principally directed towards unduplicated students.	$579,955.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.15	Elementary Curriculum Director	Our elementary curriculum director provides support for our administrators and teachers with the implementation of curriculum and instructional program and supports elementary schools with assessments and analysis of student data to affect instruction for our English learners, foster youth, and low income students for improved academic outcomes.	$216,367.00	Yes
1.16	Elementary Teacher on Assignment	Our elementary teacher on assignment provides support for our elementary teachers and instructional aides with the implementation of curriculum and instructional program and supports schools with assessments and analysis of student data to affect instruction for our English learners, foster youth, and low income students for improved academic outcomes.	$141,500.00	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.

We have several successes this past year for Goal 1 progress. For example, our district completed a pilot and adoption of TK curriculum, implemented K-12 Next Generation Science Standards (NGSS) instructional materials; aligned our moderate/severe curriculum across the district for our Students With Disabilities; and created and implemented K-12 math and English common formative assessments district wide, with the support of our Teaching and Learning Director (Action 10), Secondary Teacher on Assignment (Action 11), Elementary Teacher on Assignment (Action 16), and High-Quality Professional Development (Action 14). Also, when Implementing NGSS materials, we began working with our elementary STEAM teachers (Action 12) to design how they support NGSS in the classroom. In addition, we have expanded our Visual and Performing Arts programs at our secondary schools with added support (Action 3) as well. Additionally, our district revised our English Learner Master Plan that drives our reclassification procedures and piloted and adopted English Learner Newcomer instructional materials with the help of our English Language Development (ELD) teachers (Action 1) and Special Projects Director (Action 8). Also, feedback from certificated and classified staff identified a need for training. This year, we implemented numerous trainings (Action 14) for certificated staff and classified staff focused on trauma-informed, brain research, specific strategies to support positive behavior, articulation meetings for intervention and cohesive instructional practices, and inclusive mindset. A significant difference for Library Technicians (Action 13) was adding all district librarians into Goal 1; therefore, the funds for that specific action increased.

On the other hand, a challenge this year has been having Computer Resource Assistants (Action 5) and Data/Network Technician (Action 4) positions vacant during the school year, which caused a gap in instructional and curriculum supports for students. Another challenge was our Secondary Teacher on Assignment (Action 11) helped to cover as a dean at a middle school for a long period of time due to the school position being unfilled for the majority of the school year. Additionally, our Elementary Director's (Action 15) role focused on developing Expanded Learning programs before and after school for our elementary and secondary students, while our Teaching and Learning Director (Action 10) focused on TK-12 curriculum, instruction and interventions. Another challenge was needing more independent study teachers (Action 2) once the school year started due to more students enrolling in our K-12 independent study programs

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.

Differences between budgeted and actual expenditures was caused by 1. Positions not being filled due to the pandemic, 2. A salary increase, and 3. The use of federal stimulus money to support actions. Specifically, the Computer Resource Assistants (Action 5) and Data/Network Technician (Action 4) positions were at times vacant during the school year. There were significant increases in Visual and Performing Arts (VAPA) Support (Action 3) and Library Technicians (Action 13). These increases were due to expiring categorical funding and additional support added to these programs.

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

The additional curriculum, instruction and technology support English Language Development Teachers (Action 1); Data/Network Technician (Action 4); Computer Resource Assistants (Action 5); Site Systems Technician (Action 6); Special Projects Technician (Action 7); Special Projects Director (Action 8); Technology Support Specialist (Action 9); Teaching and Learning Director (Action 10); Secondary Teacher on Assignment (Action 11); Elementary Library Technicians (Action 13); High-Quality Professional Development (Action 14); Elementary Director (Action 15); and Elementary Teacher on Assignment (Action 16) helped to increase to 46.9% of English learner students making progress toward proficiency on ELPAC and increase EL reclassification rate to 5.05%. In addition, our Learning Director (Action 10) and Elementary Teacher on Assignment (Action 16) worked with our teachers with aligning instructional standards at each grade level with instructional practices and implementing common formative assessments district wide in order to review student data in data protocol sessions.

The Educational Services team provided High-Quality Professional Development (Action 14) through in-person trainings and workshops and online platforms. Whereas, our instructional technology team, Data/Network Technician (Action 4); Computer Resource Assistants (Action 5); Site Systems Technician (Action 6); and Technology Support Specialist (Action 9), provided support to our schools with implementation of instructional technology in the classrooms and ensured our students had access from home as well, which helped to improve our English learners language acquisition. Also, our Special Projects Director (Action 8) worked with our secondary English Language Development Teachers (Action 1) to implement new curriculum in order to meet our English learner students' needs, and our school administrators to ensure students enrolled in the appropriate courses to build their English language acquisition skills. Also, the addition of independent study

teachers (Action 2) were effective in increasing the percentage of students successfully completing A-G course requirements to 57% due to offering different educational students to meet students' needs. With the additional Visual and Performing Arts (VAPA) Support (Action 3) and articulation with our middle school and high school teachers, our students completing A-G requirements increased as well.

This year our district went through an implementation process for Next Generation Science Standards (NGSS) in grades K-12. Also, our teachers started the work to align instructional practices for our Elementary Science, Technology, Engineering, and Arts (STEAM) Teachers (Action 12) to integrate science and engineering concepts, and we anticipate seeing progress in our students' achievement. Nevertheless, with our students decrease in English language arts and math, additional professional development (Action 14) and instructional supports for elementary and secondary levels are needed and will be supported by Special Projects Director (Action 8), Technology Support Specialist (Action 9), Teaching and Learning Director (Action 10), Secondary Teacher on Assignment (Action 11), and Elementary Teacher on Assignment (Action 16).

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.

No changes made for the 2023-24 LCAP at this time.

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	Goal 2: Close the identified achievement gap by providing targeted additional support to meet the needs of students who are not meeting standards in the core instructional program

An explanation of why the LEA has developed this goal.

Quantitative and qualitative data analysis of school and district data, including Dashboard data STAR data, math and English-Language Arts common formative assessment data, and feedback from educational partners, indicate the need for coherence across schools is essential for increasing students' success. Research demonstrates the importance of consistent practices at the school level as well as district wide; for example, variance among grade level and school practices result in widening the gap of student achievement. As a result, our district recognizes the significance of Goal 2 being more specific to alignment and coherence of grade-level standards across the district. YCJUSD developed Goal 2 to provide metrics specific to specialized programs and specific sub groups to assure data is reviewed and analyzed for all student groups. By providing focus on improving these metrics, we will support increased student achievement and increased access to programs, which supports achieving our goal of closing the identified achievement gap by providing targeted additional support to meet the needs of students who are not meeting standards in the core instructional program. These metrics and actions together have been determined to be the most effective approach to achieving this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EnglishLanguage Arts and Math CAASPP Statewide Assessments	2019-20: Students scored 49% ELA and 36% - Math on CAASPP Statewide Assessments	2020-21: Students scored 55% ELA and 32% - Math on CAASPP Statewide Assessments Students scored 32% ELA and 12% - Math on STAR Assessments	21-22: Students scored 40% - ELA and 25% - Math on CAASPP Statewide Assessments. Students scored 41.4% - ELA and 22.1% - Math on STAR Assessments		Students will score 64% ELA and 51% - Math CAASPP Statewide Assessments

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
AP Participation in Classes	2019-20: 36% of students participated in AP classes	2020-21: 32% of students participated in AP classes	2021-22: 21% of students participated in AP classes		27% of students will participate in AP classes
AP Participation in AP Tests	2019-20: 549 students took AP exams	2020-21: 465 students took AP exams	2021-22: 385 students took AP exams		813 students will take AP exams
Percentage who pass AP exam with score of 3 or higher	2019-20: 34.86% of students passed AP exams with score of 3 or higher	2020-21: 44.52% of students passed AP exams with score of 3 or higher	2021-22: 53.36%of students passed AP exams with score of 3 or higher		75% of students will pass AP exams with score of 3 or higher
English Learner Reclassification Rate	2019-20: 9.20% of English learner students were reclassified English proficient	2020-21: 3.26% of English Learner students were reclassified English proficient	2021-22: 5.05% of English Learner students were reclassified English proficient		30% of English learner students will be reclassified English proficient
Percentage of English Learners making progress toward English proficiency as measured by state language proficiency assessment (ELPAC)	2019-20: 15% of English learners made progress toward English proficiency as measured by state language proficiency assessment (ELPAC)	2020-21: 43% of English Learners made progress toward English proficiency as measured by state language proficiency assessment (ELPAC)	2021-22: 46.9% of English Learners made progress toward English proficiency as measured by state language proficiency assessment (ELPAC)		45% of English learners will make progress toward English proficiency as measured by state language proficiency assessment (ELPAC)
Participation and demonstration of college preparedness (EAP)	2019-20: Students demonstrated ELA - 27% and Math 10% in college preparedness (EAP)	2020-21: Students demonstrated ELA - 55% and Math 32% in college preparedness (EAP)	2021-22: Students demonstrated ELA - 56.9% and Math - 31.2% in college preparedness (EAP)		Students will demonstrate ELA - 42% and Math 25% in college preparedness (EAP)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Zero findings on teacher credentialing assignments	2019-20: Zero findings	2020-21: Zero findings	2021-22: One corrected missed assignment		Zero findings
Zero instructional materials findings on Williams supporting student access to aligned instructional materials and courses	2019-20: Zero findings	2020-21: Zero findings	2021-22: Zero findings		Zero findings
Zero school facilities findings on Williams	2019-20: Zero findings	2020-21: Zero findings	2021-22: Zero findings		Zero findings
Access to standards aligned instructional materials, including ELD standards in courses	2019-20: ELA/ELD materials for elementary were adopted in 2017 and were implemented 2018/19 ELA/ELD materials for secondary were adopted in 2016 and were implemented 2017/18 Math materials for elementary were adopted in 2019 and were implemented 2018/19 Math materials for secondary were adopted in 2019 and were implemented 2019/20	2020-21: ELD materials for secondary will be piloted in spring 2022 at secondary schools Next Generation Science Standards materials are being piloted and will be adopted spring 2022 History Social Science framework will be reviewed with secondary teachers in spring 2022	2021-22: ELD materials for secondary will be piloted in winter 2023; Next Generation Science Standards materials were adopted in 2022 and were implemented 2022/23; History/Social Science framework will be reviewed with secondary teachers in spring 2023		100% implementation of standards ELA/ELD materials for elementary were adopted in 2017 and were implemented 2018/19 ELA/ELD materials for secondary were adopted in 2016 and were implemented 2017/18 Math materials for elementary were adopted in 2019 and were implemented 2018/19 Math materials for secondary were adopted in 2019 and were implemented 2019/20 NGSS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					materials for elementary and secondary adopted and implemented HSS materials for elementary and secondary adopted and implemented
Zero findings in teacher credentialing compliance with authorization	2019-20: Zero findings	2020-21: Zero findings	2021-22: One corrected missed assignment		Zero findings
Percentage of pupils who have successfully completed A-G course requirements	2019-20: 47% of students successfully completed A-G requirements	2020-21: 42% of students successfully completed A-G requirements	2021-22: 57% of students successfully completed A-G requirements		62% of students will successfully complete A-G requirements
Teachers continue to attend professional development on state standards and frameworks, including integrating ELD into instruction	2019-20: 100% teachers provided professional development on frameworks as needed	2020-21: 100% teachers provided professional development on frameworks as needed	2021-22: 100% teachers provided professional development on frameworks as needed		100% teachers provided professional development on frameworks, including integrating ELD into instruction as needed

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Supplemental Academic Support for English Learners, Foster Youth, and Low Income Students	Educational Services will support high school English learners, foster youth, and low income students by providing college and career student plans, opportunities for PSAT and Advanced Placement assessments and opportunities as well as dual enrollment and college and career access pathways with Crafton Hills College.	$175,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Community Day School Counselor	Our community day school counselor provides academic and social-emotional counseling support for our English learners, foster youth, and low income students at our community day school to increase student achievement and social-emotional wellness.	$176,000.00	Yes
2.3	Instructional Aides	Our instructional aides at our elementary schools and community day school provide supplemental, individualized support for our students in the classrooms for our English learners, foster youth, and low income students to increase academic proficiency and success.	$764,000.00	Yes
2.4	Credit Recovery Teachers	Our credit recovery teachers at the high school provide additional classes for our English learners, foster youth, and low income students who are credit deficient students to make up credits or grade recovery during the school year in order to graduate high school.	$41,000.00	Yes
2.5	Additional Elective Courses	Our middle schools offer additional elective courses outside of the school day to allow access to additional courses due to impacted class schedules for our English learners, foster youth, and low income students in order to increase student academic proficiency and English learner instructional support.	$25,000.00	Yes
2.6	Intervention Materials Support	Educational Services provides intervention materials for elementary and secondary schools to support students toward grade-level standards and provide additional instructional support for our English learners, foster youth, and low income students to meet grade-level standards.	$250,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Advancement Via Individual Determination (AVID)	Secondary site administrators will provide the AVID program to engage students and support academic instruction to increase academic achievement and college and career readiness, principally directed towards our English learners, foster youth, and low income students.	$80,000.00	Yes
2.8	Advancement Via Individual Determination (AVID) Tutors	Secondary site administrators will provide AVID tutors to engage students and support academic instruction to increase academic achievement and college and career readiness, principally directed towards our English learners, foster youth, and low income students.	$320,000.00	Yes
2.9	Additional Instructional and Engagement Supports	School principals will provide additional instructional and engagement supports to students in order to increase student academic achievement and increase student engagement, principally directed towards unduplicated students.	$717,570.00	Yes
2.10	English Learner Tutors	Educational Services will provide English learner tutors at schools to provide supplemental instructional support to our English learners in order to increase language acquisition and student achievement.	$802,300.00	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.

This year we have done extensive work in Goal 2 by increasing supports for our students. For example, we restructured how English Tutors (Action 10) are assigned to schools and added extra hours in order for tutors to provide increased support for English Learner students. Also, in order for students to meet high school graduation and A-G course requirements, we provided additional instructional aide hours (Action 3) across all schools, and the funds increased. In addition, the AVID program expenses at middle and high schools (Action 7) increased due to conference costs and transportation costs for college visits. This year, we added additional AVID tutors (Action 8) for student support in classes as well; therefore, funds increased for AVID tutors.

For instance, we continued our district intervention systems work with our intervention specialists, reading specialists, and psychologists to build and align reading and math interventions (Action 6), especially to support our English Learners, Foster Youth and Students with Disabilities subgroups. We implemented K-12 math intervention programs as well. For English Language Arts, our district is exploring phonics programs to address the students' needs with reading for Tier 1 and Tier 2 literacy support and trained our elementary teachers for Tier 3 reading support at elementary level. Additionally, an area our Students Services team identified is our work with inclusion of special education students in general education classes. With the intervention process progress, the implementation of district-aligned intervention materials (Action 6) is more coherent and more effectively support students learning.

One challenge we had this year was the amount of credit recovery classes (Action 4) needed for students who were negatively impacted by the pandemic, and now a portion of our students are juniors and seniors who need to make up high school credits.

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.

Differences between budgeted and actual expenditures was caused by the middle schools not needing additional elective periods due to declining enrollment (Action 5) and the need to increase AVID tutors (Action 8) to support students in the classroom.

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

The additional curriculum, instruction and counseling support through the Supplemental Academic Support for English Learners, Foster Youth, and Low Income Students (Action 1) helped to increase to 46.9% of English learner students making progress toward proficiency on ELPAC and increase EL reclassification rate to 5.05%. In addition, our Educational Services directors worked with our school administrators, teachers, and paraprofessionals to align our practices and protocols with our K-12 interventions and worked to align our Intervention Materials and Support (Action 6), and although we saw an increase in English Language Arts this past year, through this alignment work, we will see an increase in math student achievement next year as well. Our Instructional Aides (Action 3) and English Learner Tutors (Action 10) provided supports for students to improve their English Language arts achievement and language acquisition. Restructuring English tutors based on enrollment and need at schools helped to better support English development support for students.

Our Community Day Counselor (Action 2), along with the addition of Credit Recovery Teachers (Action 4) and Elective Courses (Action 5), were effective in increasing the percentage of students successfully completing A-G course requirements due to offering different course offerings to meet students’ needs. Additionally, our Advancement Via Individual Determination (AVID) Program (Action 7) and Advancement Via Individual Determination (AVID) Tutors (Action 8) helped to support the increase in our students completing A-G requirements also through the academic supports provided. Site Allocations (Action 9) provided to schools supported the growth in English learners progress by providing support to individualized school supports for students.

The additional curriculum, instruction, and course offerings helped to increase to 46.9% of English learner students making progress toward proficiency on ELPAC and increase A-G completion to 57% of students successfully completing A-G requirements. Also, Goal 2 metrics measure progress various aspects of student achievement to ensure Goal 2 actions are effective.

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.

No changes made for the 2023-24 LCAP at this time.

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	Goal 3: Increase the number of students who complete CTE pathways through the completion of a capstone course

An explanation of why the LEA has developed this goal.

Data analysis indicates a need to increase college/career readiness for our students in our district. Quantitative and qualitative data analysis of school and district data, including Dashboard data and feedback from educational partners, indicate the need for coherence across schools is essential for increasing students' success. Research demonstrates the importance of consistent practices at the school level as well as district wide; for example, variance among grade level and school practices result in widening the gap of student achievement. As a result, our district recognizes the significance of Goal 3 being more specific to alignment and coherence of grade-level standards across the district. YCJUSD developed Goal 3 to provide metrics specific to specialized programs and specific sub groups to assure data is reviewed and analyzed for all student groups. By providing focus on improving these metrics, we will support increased student achievement and increased access to programs, which supports achieving our goal of increasing the number of students who complete CTE pathways through the completion of a capstone course. These metrics and actions together have been determined to be the most effective approach to achieving this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase percentage of student prepared on the College and Career Readiness Indicator	2019-20: 49.60%	2020-21: 55.3%	2021-22: College and Career Readiness Indicator not released in 2022 CA Dashboard		70% of students prepared on the College and Career Readiness Indicator
Increase percentage of students enrolled in CTE completing capstone courses	2019-20: 13.65% of students enrolled in CTE completing capstone courses	2020-21: 64% of students enrolled in CTE completing capstone courses	2021-22: 77% of students enrolled in CTE completing capstone courses		80% of students enrolled in CTE completing capstone courses

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	CTE Professional Development	Director of Teaching and Learning will coordinate industry partnerships and provide professional development opportunities to CTE teachers in order to facilitate student learning and career development goals in post-secondary industry opportunities for students, principally directed towards unduplicated students.	$10,000.00	Yes
3.2	CTE Capstone Monitoring	District and site administrators will ensure proper student placement into academic and CTE courses to increase college and career readiness and academic achievement. While all students will benefit from this action, it is principally directed towards unduplicated students.	$5,000.00	Yes
3.3	Counseling Support	High school counselors will provide academic and social emotional support, monitor student progress through pathways and concentrator or completer courses to students in order to enroll students in capstone appropriate sequenced courses. While all students will benefit from this action, it is principally directed towards unduplicated students.	$9,000.00	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.

This year we have done intentional work in Goal 3. For example, the systematic monitoring of course enrollment and student achievement by career technical education (CTE) Capstone Monitoring (Action 2) and Counseling Support (Action 3) has helped to increase our CTE capstone course completion. Also, some career technical education courses are no longer provided by our regional occupational program due to staffing changes, and we added more dual enrollment courses.

A challenge this year has been finding appropriate CTE professional development (Action 1) to meet our CTE teachers' needs. We are partnering with the county to find more industry-focused professional development for our Linked Learning teachers. However, on the other

hand, we invited our regional occupational program teachers to professional development to support instructional strategies with career technical education experience. Also, another challenge is the 2022 CA Dashboard data did not include the College and Career Readiness Indicator data, so it was difficult when one of our metrics was not issued by the state.

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.

Systematic monitoring of course enrollment and student achievement by CTE Capstone Monitoring (Action 2) and Counseling Support (Action 3) has helped to increase our CTE capstone course completion. This work was done by current staff during work hours. There were no expenditures in these actions for 2023-2024.

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

This past year, our Executive Director of Instructional Technology and Assessment and Director of Teaching and Learning worked with our school administrators and counselors to align students progress monitoring practices and protocols and improve student achievement. Although we had certain challenges with conducting CTE professional development (Action 1), we are planning for teacher collaboration with local business and industry partners. Counseling Support (Action 3) and CTE Capstone Monitoring (Action 2) helped to increase the percentage of students enrolled in CTE capstone courses to 77%. However, in the 2022 CA Dashboard, the College and Career Readiness Indicator was not issued, so we could not utilize that particular metric to measure progress in Goal 3 actions.

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.

No changes made for the 2023-24 LCAP at this time.

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	Goal 4: Increase the number of students participating in CTE pathways

An explanation of why the LEA has developed this goal.

Data analysis indicates a need to increase college/career readiness for our students in our district. Quantitative and qualitative data analysis of school and district data, including Dashboard data and feedback from educational partners, indicate the need for coherence across schools is essential for increasing students' success. Research demonstrates the importance of consistent practices at the school level as well as district wide; for example, variance among grade level and school practices result in widening the gap of student achievement. As a result, our district recognizes the significance of Goal 4 being more specific to alignment and coherence of grade-level standards across the district. YCJUSD developed Goal 4 to provide metrics specific to specialized programs and specific subgroups to assure data is reviewed and analyzed for all student groups. By providing focus on improving these metrics, we will support increased student achievement and increased access to programs, which supports achieving our goal of increasing the number of students participating in CTE pathways. These metrics and actions together have been determined to be the most effective approach to achieving this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student enrollment in CTE pathways	2019-20: 813 students enrolled in CTE pathways	2020-21: 894 students enrolled in CTE pathways	2021-22: 1073 students enrolled in CTE pathways		2,108 students enrolled in CTE pathways, including increased enrollment of student subgroups
Increase percentage of student prepared on the College and Career Readiness Indicator	2019-20: 49.60%	2020-21: 55.3	2021-22: College and Career Readiness Indicator not released in 2022 CA Dashboard		80% of students prepared on the College and Career Readiness Indicator

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	CTE Pathways Monitoring	The high school principals will oversee CTE pathway monitoring supports by providing additional instructional support and oversight to students in order to be academically successful in the pathways and completing credits for high school graduation. While all students will benefit from this action, it is principally directed towards unduplicated students.	$103,688.00	Yes
4.2	Middle School and High School Career Pathways Expansion	Secondary principals will provide instructional materials and equipment for expanding middle school and high school career pathways to our English learners, foster youth, and low income students.	$170,000.00	Yes
4.3	CTE Pathway Logistics Equipment, Supplies, Training, and Intervention	High school principals will oversee CTE pathways by providing instructional materials, professional development, equipment, and additional teacher support to students principally directed towards unduplicated students in order to have access to relevant content that is academic and industry focused. In addition, students will have access to work-based learning opportunities, such as guest speakers, internship opportunities, and academic intervention support.	$150,000.00	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.

This year we have done intentional work in Goal 4. For example, the systematic monitoring of course enrollment by CTE Pathways Monitoring (Action 1) and Middle School and High School Career Pathways Expansion (Action 2) has helped to increase our student enrollment in CTE pathways. Some career technical education high school courses are no longer provided by our regional occupational program due to staffing changes, and we added more dual enrollment courses. Also, one of our middle schools expanded their CTE pathway when hiring a new position in order to feed into an existing high school pathway.

A challenge this year has been CTE pathways logistics (Action 3) due to decreased student enrollment throughout our district and the numerous elective options at our comprehensive high school. Also, another challenge is the 2022 CA Dashboard data did not include the College and Career Readiness Indicator data, so it was difficult when one of our metrics was not issued by the state.

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.

Differences between budgeted and actual expenditures in Middle School and High School Career Pathways Expansion (Action 2) was due to increased support for pathway development in partnership with Colton-Redlands-Yucaipa Regional Occupation Program (CRY-ROP). CRY-ROP now provides programs to Mesa View Middle School, Park View Middle School, Oak View High School, Green Valley High School and Yucaipa High School.

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

CTE Pathways Monitoring (Action 1) and CTE Pathway Logistics (Action 3) helped to increase the percentage of students enrolled in CTE pathways. Although we had certain challenges with the expansion of Middle School and High School Career Pathways Expansion (Action 2) due to staff movement to the high school and hiring a new position, our district still saw an increase with the number of students enrolled in CTE pathways. However, in the 2022 CA Dashboard, the College and Career Readiness Indicator was not issued, so we could not utilize that particular metric to measure progress in Goal 4 actions.

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.

No changes made for the 2023-24 LCAP at this time.

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	Goal 5: Implement measures to foster positive school environments and support students

An explanation of why the LEA has developed this goal.

Quantitative and qualitative data analysis of school and district data, including AERIES data, Healthy Kids Survey data, and feedback from educational partners, indicate the need for coherence across schools is essential for increasing students' success. Research demonstrates the importance of consistent practices at the school level as well as district wide; for example, variance among grade level and school practices result in widening the gap of student achievement. By monitoring student progress throughout the school year and implementing measures to foster positive school environments and support for students, our students' academic success will increase. YCJUSD developed Goal 5 to provide metrics specific to specialized programs and specific sub groups to assure data is reviewed and analyzed for all student groups. By providing focus on improving these metrics, we will support increased student achievement and increased access to programs, which supports achieving our goal of implementing measures to foster positive school environments and support students. These metrics and actions together have been determined to be the most effective approach to achieving this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Attendance Rate	2019-20: 93.70% Attendance Rate	2020-21: 96% Attendance Rate	2021-22: 90.73% Attendance Rate		97% Attendance Rate
Middle School Dropout Rate	2019-20: 1% Middle School Dropout Rate	2020-21: >1% Middle School Dropout Rate	2021-22: >1% Middle School Dropout Rate		0% Middle School Dropout Rate
High School Dropout Rate	2019-20: 2% High School Dropout Rate	2020-21: 1% High School Dropout Rate	2021-22: 3.3% High School Dropout Rate		<1% High School Dropout Rate
High School Graduation Rate	2019-20: 93% High School Graduation Rate	2020-21: 89% High School Graduate Rate	2021-22: 93.9% High School Graduate Rate		97% High School Graduation Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate	2019-20: 13.74% Chronic Absenteeism Rate	2020-21: 12.84% Chronic Absenteeism Rate	2021-22: 31.2% Chronic Absenteeism Rate		6% Chronic Absenteeism Rate
Suspension Rate	2019-20: 4% Suspension Rate	2020-21: >1% Suspension Rate	2021-22: 4.3% Suspension Rate		2% Suspension Rate
Expulsion Rate	2019-20: >1% Expulsion Rate	2020-21: 0% Expulsion Rate	2021-22: 0.2% Expulsion Rate		<1% Expulsion Rate
California Healthy Kids Survey	2019-20: California Healthy Kids Survey data outcomes: School Connectedness: 59% Caring Adults: 65% Supports of Academics: 75% Safety: 55%	2020-21: Survey not given	2021-22: California Healthy Kids Survey data outcomes: School Connectedness -59% Caring Adults - 58% Supports of Academics 51% Safety - 55%		California Healthy Kids Survey data outcomes: School Connectedness: 75% Caring Adults: 75% Supports of Academics: 90% Safety: 75%

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Where Everybody Belongs (WEB)/Link Crew	Secondary principals will provide oversight of Where Everybody Belongs (WEB) and Link Crew programs and supports for our English learners, foster youth, and low income students by building peer relationships and having students mentor other students.	$40,000.00	Yes
5.2	Elementary School Counselors	Elementary principals will provide counselors to all students principally directed towards unduplicated students to provide academic supports by strengthening social-emotional skills, addressing chronic absenteeism, and providing short-term counseling services.	$1,005,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.3	Middle School Counselors	Middle school principals will provide counselors to all students principally directed towards unduplicated students to provide academic supports by strengthening social-emotional skills, addressing chronic absenteeism, providing academic guidance, and short-term counseling services.	$917,000.00	Yes
5.4	High School Counselors	High school principals will provide counselors to all students principally directed towards unduplicated students to provide academic supports by strengthening social-emotional skills, addressing chronic absenteeism, providing academic guidance, short-term counseling services, and developing career plans.	$1,558,000.00	Yes
5.5	Behavioral Health Counselors	Executive Director of Student Services oversees behavioral health counselors to support all students principally directed towards unduplicated students by providing support in social-emotional behaviors and student mid-term and long-term counseling services.	$310,000.00	Yes
5.6	Care Solace	Educational Services oversees Care Solace supports for our English learners, foster youth, and low income students and families by providing mental health care coordination in order to increase students' social-emotional wellness and academic achievement.	$39,686.00	Yes
5.7	Mental Health Wellness Professional Development	Educational Services oversees mental health wellness professional development supports for our English learners, foster youth, and low income students by providing training and events that focus on staff, students, and families' mental health wellness and support.	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.8	Social Emotional Learning (SEL) Curriculum	Site administrators will support counselors and teachers in implementing the social-emotional learning (SEL) curriculum which provides support for our English learners, foster youth, and low income students by having a cohesive, comprehensive support for students' social-emotional health and increase students' self-regulation skills, social skills and engagement.	$50,000.00	Yes
5.9	Positive Behavioral Interventions and Supports (PBIS)	Site principals will support certificated and classified personnel in implementing Positive Behavioral Interventions and Supports (PBIS) support for our English learners, foster youth, and low income students by providing staff training, extra hours, and student incentives in alternative intervention strategies and supports to increase student attendance and engagement.	$130,000.00	Yes
5.10	Elementary, Middle, and High School Deans	Elementary school, middle school, and high school principals will oversee deans to provide to all students, principally directed towards unduplicated students to provide leadership of site climate and culture for students and staff and will oversee implementation of restorative practices and PBIS school wide in order to increase student attendance, engagement, and academic success.	$1,320,000.00	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.

This year we have done extensive work in Goal 5 by increasing supports for our students. For example, we added Link Crew (Action 1) to support 9th grade students transitioning to high school by building in peer supports. Also, additional Elementary Counselors (Action 2), Middle School (Action 3) and High School Counselors (Action 4) have helped provide additional social-emotional supports for students and families. Importantly, our district School Counselors (Goal 2, Action 2 and Goal 5, Actions 2, 3, and 4) and Behavioral Health Counselors (Action 5) worked collaboratively on developing district-wide tiered strategies and support. In addition, our district Psychologists, High School Counselors (Action 4), Behavioral Health Counselors (Action 5) and school administrators (Action 10) worked together in developing a

student threat assessment protocol. In addition, our district provided additional mental health wellness professional development (Action 7) for our certificated and classified staff focusing not only on student mental health wellness but staff and adult mental health wellness as well.

One challenge we had this year is when Care Solace (Action 6) connects our families to counseling supports, there were a high number of families who could not find support locally and were given mental health supports a significant distance from our community. Another challenge was Elementary Counselor (Action 2) and Behavioral Health Counselor (Action 5) positions being vacant for certain periods of time during the school year until they were able to be filled.

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.

Differences between budgeted and actual expenditures was caused by the use of federal stimulus money to support Actions 7 and 8.

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

Where Everybody Belongs (WEB)/Link Crew (Action 1), Elementary School Counselors (Action 2), Middle School Counselors (Action 3), High School Counselors (Action 4), Behavioral Health Counselors (Action 5), and Care Solace (Action 6), Mental Health Wellness Professional Development (Action 7), Social Emotional Learning (SEL) Curriculum (Action 8), and Positive Behavioral Interventions and Supports (PBIS) (Action 9) helped to increase middle school dropout rate and high school graduation rate. Due to the addition of the Elementary Counselor (Action 2) positions, there has been a decrease of referrals for Tier 2 and Tier 3 counseling supports. Overall, our district's School Attendance decreased, while High School Dropout Rate, Chronic Absenteeism, Suspension Rate, and Expulsion Rate increased. However, our district's high school graduation rate increased. There has been an increase in support fostering positive school environments by adding additional deans (Action 10) at elementary and secondary levels. Also, preliminary school data shows less suspensions at our schools already this year, and we have been intentional with attendance by focusing on building positive school cultures at our sites.

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.

No changes made for the 2023-24 LCAP at this time.

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
6	Goal 6: Establish family and school partnerships that build solid relationships between school and family

An explanation of why the LEA has developed this goal.

Quantitative and qualitative data analysis of school and district data, including AERIES data and feedback from educational partners, indicate the need for coherence across schools is essential for increasing students' success. Research demonstrates the importance of consistent practices at the school level as well as district wide; for example, variance among grade level and school practices result in widening the gap of student achievement. By monitoring student progress throughout the school year and implementing measures to foster positive school environments and support for students, our students' academic success will increase. YCJUSD developed Goal 6 to provide metrics specific to specialized programs and specific sub groups to assure data is reviewed and analyzed for all student groups. By providing focus on improving these metrics, we will support increased student achievement and increased access to programs, which supports achieving our goal of establishing family and school partnerships that build solid relationships between school and family. These metrics and actions together have been determined to be the most effective approach to achieving this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent input in making decisions and promoting participation in programs and educational partner meetings, such as for English learners, foster youth, low income, and special education students	2019-20: 28 parents	2020-21: 72 parents	2021-22: 63 parents		85 parents
Number of parents participating in	2019-20: 749 parents	2020-21: 1,877 parents	2021-22: 1,048 parents		1,500 parents

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
parent/community partnership activities, such as surveys, educational workshops, volunteering at schools, and services provided at our Family Learning Center					
California Healthy Kids Survey	2019-20: California Healthy Kids Survey data outcomes: School Connectedness: 59% Caring Adults: 65% Supports of Academics: 75% Safety: 55%	2020-21: Survey not given	2021-22: California Healthy Kids Survey data outcomes: School Connectedness -59% Caring Adults - 58% Supports of Academics 51% Safety - 55%		California Healthy Kids Survey data outcomes: School Connectedness: 75% Caring Adults: 75% Supports of Academics: 90% Safety: 75%

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Translation Services	District and site administrators will provide translation services and support for English learner students and parents by building the relationship and dialogue between schools and families in order to ensure students' academic and social-emotional success.	$10,000.00	Yes
6.2	Bilingual Liaison Clerk	Educational Services will provide a bilingual liaison clerk to support students principally directed towards English learners, foster youth and low income students and families by serving as a link between our	$285,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		schools, community, and supports with community resources and translation services to increase parent and school communication, student attendance and engagement.		
6.3	Bilingual Engagement Specialist	Educational Services will provide a bilingual engagement specialist to provide, facilitate, and oversee communication, parent and student workshops/trainings, parent-involvement activities, and parent and student resources to support students' physical wellness, social-emotional wellness, academic supports, and post-secondary plans after high school. While all students will benefit, this action will benefit unduplicated students.	$40,000.00	Yes
6.4	Family Learning Center	The bilingual parent engagement specialist will oversee the Family Learning Center to provide our parents and students access to academic and social-emotional support, workshops, trainings, and community resources to increase student achievement. While all students will benefit, this action is principally directed towards unduplicated students.	$25,000.00	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.

We have a few successes this past year for Goal 6 progress. For example, our district completed an implementation of Parent Square to streamline our communication to district staff and families, along with additional support provided by Translation Services (Action 1) to help build stronger connections and increase parent involvement with our parents and guardians. Additionally, our Bilingual Liaison Clerk (Action 2) has helped additional families with district and community resources to support our students. A significant difference has been adding more Bilingual Liaison Clerk (Action 2) positions to schools in order for English Tutors to remain in classrooms to provide student support.

A challenge this year has been having the Bilingual Engagement Specialist (Action 3) position vacant for the majority of the school year, which caused a gap in parent engagement support at schools and the district office. Due to the lack of having the Bilingual Engagement

Specialist, we implemented Parent Institute for Quality Education (PIQE) at the elementary and middle school levels to provide English and Spanish classes for our parents.

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.

The Bilingual Engagement Specialist (Action 3) position was vacant for most of the school year. In addition, there was a decrease in the amount spent on Translation Services (Action 1) as schools were able to support this action with current staff.

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

Despite the district's Bilingual Liaison Clerk (Action 2) playing a pivotal role in facilitating connections between schools and communities and offering access to community resources and Translation Services (Action 1) to improve parent engagement and communication with the school, there was a overall decrease in parent involvement and participation for the school year. This decline was primarily due to the lack of a Bilingual Engagement Specialist (Action 3) for the majority of the academic year, which negatively impacted parent engagement and participation, particularly at our Family Learning Center (Action 4).

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.

No changes made for the 2023-24 LCAP at this time.

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)
$15,808,362	$1,262,164

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
18.85%	0.11%	$86,994.07	18.96%

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.

The following actions have been designated as increasing/improving services for English learners, foster youth, and low income students, based on considering the needs of English learners, foster youth, and low income students, and are addressed as district-wide and/or school-wide actions in our district's LCAP to increase student outcomes:
Library Resources
Goal 1, Action 13 - Library Technicians

Needs, Conditions, and Circumstances:

The absence of library services in our elementary and secondary schools would have severe consequences for our students, especially those who are English learners, foster youth, and come from low-income families. These students are in critical need of literacy support, as evidenced by our 2022 CAASPP scores. For instance, only 9% of English learners met or exceeded standards in English Language Arts and a mere 3% in Math. Similarly, only 14% of foster youth students met or exceeded standards in English Language Arts, and only 4% in Math. Meanwhile, 31% of low-income students met or exceeded standards in English Language Arts, and 17% in Math. In comparison, 40% of all

students met or exceeded standards in English Language Arts, and 25% in Math. Furthermore, our English learner students achieved a proficiency rate of only 15% on the ELPAC Summative Assessment. Thus, library services are essential to improve the literacy outcomes of our students, particularly those who require additional support.

Purpose:

While the action and service support our elementary school libraries, our first consideration are the needs of our unduplicated students although this support benefits all students. Our elementary library technicians work to improve literacy rates among our unduplicated students and improve their ELA and Math CAASPP scores, English proficiency on ELPAC, and EL reclassification rates.

Justification to Continue Action/Measurement of Effectiveness:

Literacy continues to be a focus for our district. Librarians play a vital role in literacy by fostering a love for reading, providing access to resources at elementary level and assisting with information retrieval at elementary and secondary levels, and they add to the literacy support provided by the classroom teachers as well. Library technicians work collaboratively with classroom teachers to support reading, writing, and information literacy as well. Research suggest librarians play a vital role in promoting literacy thorough their support in providing access to resources, assisting with information retrieval, fostering a love for reading, and collaborating with other educators. While the direct measurement of their impact may be difficult, it is important to consider the broader context their contributions to the overall literacy ecosystem within schools and communities. In our 2022 CAASPP scores, 9% of English learners met or exceeded standards in English Language Arts; 14% of foster youth students met or exceeded standards in English Language Arts; and 31% of low income students met or exceeded standards in English Language Arts. Forty percent of all students met or exceeded standards in English Language Arts and 25% of all students met or exceeded standards in Math. Our English learner students scored 15% proficient on the ELPAC Summative Assessment. Based on the data, supporting these actions continues to be an effective use of funds. As these measures also support our college going students, we will continue to measure the effectiveness of this action and service on these metrics, and the expectation is to the continued growth on academic indicators.

Instructional Support

Goal 1, Action 7 - Special Projects Technician

Goal 1, Action 8 - Special Projects Director

Goal 1, Action 10 - Teaching and Learning Director

Needs, Conditions, and Circumstances:

Results from our 2022 CAASPP scores show 9% of English learners met or exceeded standards in English Language Arts and 3% met or exceeded standards in Math; 14% of foster youth students met or exceeded standards in English Language Arts and 4% met or exceeded standards in Math; and 31% of low income students met or exceeded standards in English Language Arts and 17% met or exceeded standards in Math. Forty percent of all students met or exceeded standards in English Language Arts and 25% of all students met or exceeded standards in Math. These data points demonstrate the needs of English learners, foster youth and low income students were considered first when developing the actions related to extra instructional support for teachers and schools.

Purpose:

Goal 1 actions provide support for instruction and intervention specifically thought of and principally directed to English learners, foster youth, and low income students and effective in supporting improved academic achievement in English and Math. These actions and services support our unduplicated student achievement metrics, including English and Math CAASPP scores, proficiency rates on ELPAC, and EL reclassification rates.

Justification to Continue Action/Measurement of Effectiveness:

These actions and services tie into prior LCAP metrics, and our district has decided that supporting these actions continue to be the most effective use of funds. Although we have mixed data results, we are moving toward improvement. In our 2022 CAASPP scores, 9% of English learners met or exceeded standards in English Language Arts and 3% met or exceeded standards in Math; 14% of foster youth students met or exceeded standards in English Language Arts and 4% met or exceeded standards in Math; and 31% of low income students met or exceeded standards in English Language Arts and 17% met or exceeded standards in Math. Forty percent of all students met or exceeded standards in English Language Arts and 25% of all students met or exceeded standards in Math.

Importantly, our data demonstrates a need for monitoring student enrollment data accurately and providing staffing information for classroom personnel who provide student support to ensure specific student populations receive the resources they need, especially for our English learners, foster youth, and low income students. We will continue to use the same metrics to evaluate the effectiveness of these actions and services. Also, a need exists for support for our schools with the implementation of curriculum and instructional program and monitoring and evaluation of federally funded programs, especially for our English learners, foster youth, and low income students. The expectation from continuing to implement the actions above is increased growth on all metrics connected to actions listed above under Goal 1 in the LCAP, and the most effective use of the funds.

Instructional Support

Goal 1, Action 15 - Elementary Director

Goal 1, Action 16 - Elementary Teacher on Assignment

Needs, Conditions, and Circumstances:

Results from our 2022 CAASPP scores show 9% of English learners met or exceeded standards in English Language Arts and 3% met or exceeded standards in Math; 14% of foster youth students met or exceeded standards in English Language Arts and 4% met or exceeded standards in Math; and 31% of low income students met or exceeded standards in English Language Arts and 17% met or exceeded standards in Math. Forty percent of all students met or exceeded standards in English Language Arts and 25% of all students met or exceeded standards in Math. These data points demonstrate the needs of English learners, foster youth and low income students were considered first when developing the actions related to extra instructional support for teachers and schools. Specifically for elementary students, 36.50% met or exceeded standards in English Language Arts and 31.58% met or exceeded standards in Math.

Purpose:

Goal 1 actions provide support for instruction and intervention specifically thought of and principally directed to English learners, foster youth, and low income students and effective in supporting improved academic achievement in English and Math. These actions and services support our unduplicated student achievement metrics, including graduation rate, English and Math CAASPP scores and college and career readiness indicators.

Justification to Continue Action/Measurement of Effectiveness:

These actions and services tie into prior LCAP metrics, and our district has decided that supporting these actions continue to be the most effective use of funds. Although we have mixed data results, we are moving toward improvement. In our 2022 CAASPP scores, 9% of English learners met or exceeded standards in English Language Arts and 3% met or exceeded standards in Math; 14% of foster youth students met or exceeded standards in English Language Arts and 4% met or exceeded standards in Math; and 31% of low income students met or exceeded standards in English Language Arts and 17% met or exceeded standards in Math. Forty percent of all students met or exceeded standards in English Language Arts and 25% of all students met or exceeded standards in Math.

During the 2021-22 school year, data indicates all students had 27% chronic absenteeism rate, and English learner students had 30% chronic absenteeism rate; foster youth had 38% chronic absenteeism rate; and low income students had 34% chronic absenteeism rate. In addition, our data indicates the need for our elementary targeted intervention specialists who provide targeted additional instructional support at our elementary schools for English learners, foster youth, and low income students who need additional support and are not meeting standards in our core instructional program. We will continue to use the same metrics to evaluate the effectiveness of these actions and services. Also, a need exists for support for our schools with the implementation of curriculum and instructional program and monitoring and evaluation of federally funded programs, especially for our English learners, foster youth, and low income students. The expectation from

continuing to implement the actions above is increased growth on all metrics connected to actions listed above under Goal 1 in the LCAP, and the most effective use of the funds.

Goal 1, Action 11 - Secondary Teacher on Assignment

Needs, Conditions, and Circumstances:

Results from our 2022 CAASPP scores show 9% of English learners met or exceeded standards in English Language Arts and 3% met or exceeded standards in Math; 14% of foster youth students met or exceeded standards in English Language Arts and 4% met or exceeded standards in Math; and 31% of low income students met or exceeded standards in English Language Arts and 17% met or exceeded standards in Math. Specifically at middle school level, 42.25% of students met or exceeded standards in English Language Arts and 26.63% met or exceeded standards in Math. While at the high school level, 55.28% met or exceeded standards for English Language Arts and 21.68% met or exceeded standards in Math. During the 2021-22 school year, 57% of all students completed A-G requirements, and 16% of English learner students completed A-G requirements; 0% of foster youth students completed A-G requirements; and 33% of low income students completed A-G requirements. In addition, for the 2021-22 school year, there was a 93% graduation rate for all students, and 90% graduation rate for English learner students; 81% graduation rate for foster youth students; and 92% graduation rate for low income students. These data points demonstrate the needs of English learners, foster youth and low income students were considered first when developing the actions related to extra instructional support for teachers and schools.

Purpose:

Goal 1 actions provide support for instruction and intervention specifically thought of and principally directed to English learners, foster youth, and low income students and effective in supporting improved academic achievement in English and Math. These actions and services support our unduplicated student achievement metrics, including graduation rate, English and Math CAASPP scores and college and career readiness indicators.

Justification to Continue Action/Measurement of Effectiveness:

These actions and services tie into prior LCAP metrics, and our district has decided that supporting these actions continue to be the most effective use of funds. Although we have mixed data results, we are moving toward improvement. In our 2022 CAASPP scores, 9% of English learners met or exceeded standards in English Language Arts and 3% met or exceeded standards in Math; 14% of foster youth

students met or exceeded standards in English Language Arts and 4% met or exceeded standards in Math; and 31% of low income students met or exceeded standards in English Language Arts and 17% met or exceeded standards in Math. Forty percent of all students met or exceeded standards in English Language Arts and 25% of all students met or exceeded standards in Math.

Importantly, our data demonstrates a need for monitoring student enrollment data accurately and providing staffing information for classroom personnel who provide student support to ensure specific student populations receive the resources they need, especially for our English learners, foster youth, and low income students. We will continue to use the same metrics to evaluate the effectiveness of these actions and services. Also, a need exists for support for our schools with the implementation of curriculum and instructional program and monitoring and evaluation of federally funded programs, especially for our English learners, foster youth, and low income students. The expectation from continuing to implement the actions above is increased growth on all metrics connected to actions listed above under Goal 1 in the LCAP, and the most effective use of the funds.

Technology Access and Resources

Goal 1, Action 4 - Data/Network Technician

Goal 1, Action 5 - Computer Resource Assistants

Goal 1, Action 6 - Site Systems Technician

Goal 1, Action 9 - Technology Support Specialist

Needs, Conditions, and Circumstances:

Research provides insights into the disparities in technology access among different student groups, including unduplicated students. For example, The National Center for Education Statistics (NCES) published an article entitled, "Technology Access in U.S. Public Schools: Fall 2019" that examines factors such as home internet access, computer availability, and use of digital devices, highlighting the potential technology gaps that unduplicated students may face. Additionally, "Closing the K-12 Digital Divide in the Age of Distance Learning" by Common Sense and Boston Consulting Group: This report explores the digital divide and its impact on underserved students, including unduplicated students. It emphasizes the importance of equitable access to technology and the internet for educational opportunities. The research highlights the disparities in technology access and the need for targeted support to bridge the gap. Results from our 2022 CAASPP scores show 9% of English learners met or exceeded standards in English Language Arts and 3% met or exceeded standards in Math; 14% of foster youth students met or exceeded standards in English Language Arts and 4% met or exceeded standards in Math; and 31% of low income students met or exceeded standards in English Language Arts and 17% met or exceeded standards in Math. Forty percent of all students met or exceeded standards in English Language Arts and 25% of all students met or exceeded standards in Math. These data points demonstrate the needs of English learners, foster youth and low income students were considered first when developing the actions related to extra instructional support for teachers and schools. There is a need to provide access to technology and resources to both

teachers and students across the district as evidenced from the student, staff and parent surveys and stakeholder feedback/input. As the use of instructional technology has increased increased, so has the need to continue providing technological tools and services to our unduplicated students. This fulfills the need supported by our LCAP data and parent, student, and staff surveys to continue to provide technology support for students. Our data indicates the need for additional technology support at our schools for teachers to support the instruction program for learning. In addition, our data demonstrates a need for developing and performing data collections and data analysis procedures in order to properly monitor and evaluate student assessment data, especially for our students populations at various grade levels, such as English learners, foster youth, and low income students. These positions specifically support in collecting and monitoring student data and providing various student data reports to guide student interventions. This feedback was specifically mentioned in our educational partner meetings with parents.

Purpose:

Technology access and resources provide support for instruction and intervention and specifically thought of and principally directed to English learners, foster youth and low income students and effective in supporting improved academic achievement in all areas, but specifically in focus areas of English and Math. These actions and services support our student achievement metrics, including English and Math CAASPP scores.

Justification to Continue Action/Measurement of Effectiveness:

The justification to continue providing technological instructional support is the need for our unduplicated students to be able to use technological tools and the most effective use of the funds based on the data and local surveys. In addition, research demonstrates the disparities in technology services access that exist for students, including unduplicated student groups. Many of the district's instructional materials are now in virtual form and accessible online. Online assessment programs offer students access to these programs as well. In our 2022 CAASPP scores, 9% of English learners met or exceeded standards in English Language Arts and 3% met or exceeded standards in Math; 14% of foster youth students met or exceeded standards in English Language Arts and 4% met or exceeded standards in Math; and 31% of low income students met or exceeded standards in English Language Arts and 17% met or exceeded standards in Math. Forty percent of all students met or exceeded standards in English Language Arts and 25% of all students met or exceeded standards in Math. Notably, based on educational partner feedback regarding student intervention support, the technology positions provide online instructional support through our tiered interventions instructional supports, such as Dream Box for literacy support and IXL for math support. The effectiveness of actions and services will be measured by increases in our LCAP survey data and in our ELA and Math CAASPP scores.

Professional Development

Goal 1, Action 14 - High-Quality Professional Development

Needs, Conditions, and Circumstances:

Results from our 2022 CAASPP scores show 9% of English learners met or exceeded standards in English Language Arts and 3% met or exceeded standards in Math; 14% of foster youth students met or exceeded standards in English Language Arts and 4% met or exceeded standards in Math; and 31% of low income students met or exceeded standards in English Language Arts and 17% met or exceeded standards in Math. Forty percent of all students met or exceeded standards in English Language Arts and 25% of all students met or exceeded standards in Math. These data points demonstrate the interests of English learners, foster youth and low income students were considered first when developing the actions and continuing them from the previous LCAP year. There is a need on the district scores and CA Dashboard to increase growth and close the achievement gap for our English learners, foster youth and low income students. Therefore, in order to close the gap, professional development is needed to support for existing and new teachers and intervention support for students.

Purpose:

Our district will continue to provide targeted professional development in all core content areas with a focus on common formative assessments and data analysis. These actions provide support for instruction and intervention specifically thought of and principally directed to English learners, foster youth, and low income students and effective in supporting improved academic achievement in English and math.

Justification to Continue Action/Measurement of Effectiveness:

Professional development for our administrators, teachers, and instructional aides include all metrics on the CA dashboard. Our data indicates the need for professional development on research-based strategies and pedagogy to implement rigorous instruction, differentiation and implementation of Common Core Standards, ELD standards, and instructional technology effectively. In our 2022 CAASPP scores, 9% of English learners met or exceeded standards in English Language Arts and 3% met or exceeded standards in Math; 14% of foster youth students met or exceeded standards in English Language Arts and 4% met or exceeded standards in Math; and 31% of low income students met or exceeded standards in English Language Arts and 17% met or exceeded standards in Math. Forty percent of all students met or exceeded standards in English Language Arts and 25% of all students met or exceeded standards in Math. Our English learner students scored 15% proficient on the ELPAC Summative Assessment. The need for professional development was feedback provided by our educational partners groups as well. Therefore, the implementation of the actions listed above is the most effective use of funds to support the increase in student academic outcomes and all metrics associated with measuring and monitoring student improvement and closing the achievement gap.

Enrichment Offerings Supporting Academics and Student Engagement

Goal 1, Action 3 - Visual and Performing Arts (VAPA) Support

Goal 1, Action 12 - Elementary STEAM (Science, Technology, Engineering, and Arts) Teachers

Needs, Conditions, and Circumstances:

Research indicates the importance of visual and performing arts (VAPA) and its positive impact on student achievement. For example, "The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies" by James S. Catterall, et al.: This landmark study examines the correlation between arts education and the academic achievement of at-risk youth, which can include unduplicated students. It highlights the positive impact of arts education, including VAPA, on various academic outcomes such as test scores, attendance, and college enrollment. In addition, science, technology, engineering and arts (STEAM) education engages students from various backgrounds in different learning content. For instance, "STEAM Education for All: Addressing Equity and Access in K-12 Schools" by David A. Sousa and Tom Pilecki: This book discusses the significance of STEAM education in promoting equity and access to quality education for all students. It explores the potential of STEAM to engage and inspire students, including unduplicated students, and bridge achievement gaps across various disciplines. In our most recent data, our district has 27% chronic absenteeism and 4% suspension rate. Our 2022 CAASPP scores and provide evidence that the continuation of the actions are the most effective use of funds: 9% of English learners met or exceeded standards in English Language Arts and 3% met or exceeded standards in Math; 14% of foster youth students met or exceeded standards in English Language Arts and 4% met or exceeded standards in Math; and 31% of low income students met or exceeded standards in English Language Arts and 17% met or exceeded standards in Math. Forty percent of all students met or exceeded standards in English Language Arts and 25% of all students met or exceeded standards in Math. Also, 2021-22 data indicates all students had 27% chronic absenteeism rate, and English learner students had 30% chronic absenteeism rate; foster youth had 38% chronic absenteeism rate; and low income students had 34% chronic absenteeism rate. Therefore, our data indicates the need for our district provides visual and performing arts (VAPA) programs at our schools to provide access to performing arts standards and content for our English learners, foster youth, and low income students. Visual and performing arts support provides program supports that expands resources to better serve students who are struggling academically, and students participating in VAPA show increased student outcomes. Our data indicates the need for elementary STEAM to provide standards-based support for our English learners, foster youth, and low income students. Our district would be without STEAM programs at our elementary schools without this action and service and without a visual and performing arts programs at our schools without the support from LCAP to support engagement and increased interest in content areas.

Purpose:

Principally directed and determined to be effective in supporting our English learners, foster youth, and low income students, and to increase student engagement, participation in school activities, and support for student success and creativity outside of the core content of academics, our district continues to support visual and performing arts and STEAM instruction. These programs have increased access to music and arts programs for unduplicated students at the elementary level and for those who wish to participate in visual and performing arts classes and programs at the middle school and high school levels.

Justification to Continue Action/Measurement of Effectiveness:

Justification for the continuation of these actions and services listed for our unduplicated students come from research that indicates a correlation between VAPA and student achievement as well as STEAM integration and the connection with higher student engagement in

learning. In addition, feedback from our educational partner groups specifically mention continuing support for VAPA. The actions' continued effectiveness will be demonstrated by the increase in academic achievement and language proficiency, which will be measured by academic indicators, such as the ELA and Math CAASPP scores and chronic absenteeism.

Course Access and Alternative Educational Opportunities

Goal 1, Action 2 - Independent Study Teachers

Goal 2, Action 4 - Credit Recovery Teachers

Goal 2, Action 5 - Additional Elective Courses

Needs, Conditions, and Circumstances:

There has been an increasing need for more flexible educational opportunities for students due to students needing to make up credits toward graduation or family situations. Our K-12 independent study programs increased during the school year, and an additional teacher was needed due to student need. Additionally, our high school students needed to make up credits toward high school graduation requirements, and we had an increase in credit recovery classes as well. Additional elective courses at middle school provided provided students access to courses and meeting high school graduation requirements and A-G requirements. In our 2022 CAASPP scores, 9% of English learners met or exceeded standards in English Language Arts and 3% met or exceeded standards in Math; 14% of foster youth students met or exceeded standards in English Language Arts and 4% met or exceeded standards in Math; and 31% of low income students met or exceeded standards in English Language Arts and 17% met or exceeded standards in Math. Forty percent of all students met or exceeded standards in English Language Arts and 25% of all students met or exceeded standards in Math. During the 2021-22 school year, 57% of all students completed A-G requirements, and 16% of English learner students completed A-G requirements; 0% of foster youth students completed A-G requirements; and 33% of low income students completed A-G requirements. Based on the data, the needs of English learners, foster youth and low income students were considered first when developing the actions and the determination to continue them as the most effective use of funds. Our data indicates the need to continue alternative learning options for students to have access to courses and content.

Purpose:

Principally directed to our English learners, foster youth, and low income students, and to increase student engagement and increase student achievement, our district continues to support our independent study programs, online course access, and credit recovery teachers. These actions have helped to keep students in our district and help students who are credit deficient to earn credits toward high school graduation.

Justification to Continue Action/Measurement of Effectiveness:

Justification for the continuation of these actions and services listed for our unduplicated students come from our 2022 CAASPP scores: 9% of English learners met or exceeded standards in English Language Arts and 3% met or exceeded standards in Math; 14% of foster youth students met or exceeded standards in English Language Arts and 4% met or exceeded standards in Math; and 31% of low income students met or exceeded standards in English Language Arts and 17% met or exceeded standards in Math. Forty percent of all students met or exceeded standards in English Language Arts and 25% of all students met or exceeded standards in Math. During the 2021-22 school year, 57% of all students completed A-G requirements, and 16% of English learner students completed A-G requirements; 0% of foster youth students completed A-G requirements; and 33% of low income students completed A-G requirements. Our data indicates the need for the independent study programs in order to support the needs of English learners, foster youth and low income students with an alternative option for high-quality educational option for students and increase student outcomes. In addition, it will allow for English learners, foster youth, and low income students to take online classes for credit deficiencies and impacted schedules. Our local data, for example, surveys, indicates the need for additional credit recovery opportunities and other pathways to achieve high school graduation, such as online high school A-G curriculum through our independent study program, additional credit recovery classes due to parent and student responses indicating wanting other educational options. This program offers another pathway for students to access A-G curriculum to earn high school credits for our English learners, foster youth, and low income students. The actions' continued effectiveness will be demonstrated by the increase in academic achievement and language proficiency, which will be measured by academic indicators, such as the ELA and Math CAASPP scores and high school graduation rates.

Student Interventions

Goal 2, Action 3 - Instructional Aides

Goal 2, Action 6 - Intervention Materials Support

Needs, Conditions, and Circumstances:

The needs of our English learners, foster youth and low income students have been considered first to close the identified achievement gap based on the CA Dashboard data by providing targeted additional support by instructional aides and intervention materials to meet the needs of students who are not meeting standards in the core instructional program. In our 2022 CAASPP scores, 9% of English learners met or exceeded standards in English Language Arts and 3% met or exceeded standards in Math; 14% of foster youth students met or exceeded standards in English Language Arts and 4% met or exceeded standards in Math; and 31% of low income students met or exceeded standards in English Language Arts and 17% met or exceeded standards in Math. Forty percent of all students met or exceeded standards in English Language Arts and 25% of all students met or exceeded standards in Math. Our data indicates a need to continue additional multi-tiered instructional supports provided by instructional aides and intervention materials.

Purpose:

Principally directed to our English learners, foster youth, and low income students, and to increase student engagement and increase student achievement, our district continues to support our students with instructional aides and intervention materials. These actions have helped to provide support for our students who are not meeting standards in our core instructional program.

Justification to Continue Action/Measurement of Effectiveness:

Justification for the continuation of these actions and services listed for our unduplicated students come from our 2022 CAASPP scores, 9% of English learners met or exceeded standards in English Language Arts and 3% met or exceeded standards in Math; 14% of foster youth students met or exceeded standards in English Language Arts and 4% met or exceeded standards in Math; and 31% of low income students met or exceeded standards in English Language Arts and 17% met or exceeded standards in Math. Forty percent of all students met or exceeded standards in English Language Arts and 25% of all students met or exceeded standards in Math. Our data indicates the need for targeted additional literacy and math support to increase student outcomes and close the achievement gap. Our data indicates the need for instructional aides to provide supplemental, individualized support for our students in the classrooms for our English learners, foster youth, and low income students. The actions' continued effectiveness will be demonstrated by the increase in academic achievement and language proficiency, which will be measured by academic indicators, such as the ELA and Math CAASPP scores.

Community Day Counselor

Goal 2, Action 2 - Community Day Counselor

Needs, Conditions, and Circumstances:

In addition to academic support, there has been an increasing need for social emotional support provided by our district, especially at our community day school. In our 2022 CAASPP scores, 9% of English learners met or exceeded standards in English Language Arts and 3% met or exceeded standards in Math; 14% of foster youth students met or exceeded standards in English Language Arts and 4% met or exceeded standards in Math; and 31% of low income students met or exceeded standards in English Language Arts and 17% met or exceeded standards in Math. Forty percent of all students met or exceeded standards in English Language Arts and 25% of all students met or exceeded standards in Math. The needs of our English learners, foster youth and low income students were considered first, and the data indicates the need to continue providing academic and social emotional counseling support.

Purpose:

Principally directed to our English learners, foster youth, and low income students, and to increase student engagement and student achievement, our district continues to support our students by providing a school counselor at our community day school. This action has helped to provide academic and social emotional supports for our students.

Justification to Continue Action/Measurement of Effectiveness:

Justification for the continuation of these actions and services listed for our unduplicated students come from our 2022 CAASPP scores: 9% of English learners met or exceeded standards in English Language Arts and 3% met or exceeded standards in Math; 14% of foster youth students met or exceeded standards in English Language Arts and 4% met or exceeded standards in Math; and 31% of low income students met or exceeded standards in English Language Arts and 17% met or exceeded standards in Math. Forty percent of all students met or exceeded standards in English Language Arts and 25% of all students met or exceeded standards in Math. Therefore, our data indicates the need for our community day counselor who provides academic and social-emotional counseling support for our English learners, foster youth, and low income students to increase student outcomes and close the achievement gap. The action's continued effectiveness will be demonstrated by the increase in academic achievement and language proficiency, which will be measured by academic indicators, such as the ELA and Math CAASPP scores.

Advancement Via Individual Determination (AVID)

Goal 2, Action 7 - Advancement Via Individual Determination (AVID) Program

Goal 2, Action 8 - Advancement Via Individual Determination (AVID) Tutors

Needs, Conditions, and Circumstances:

Our district is committed to continuing to support our English learners, foster youth, and low income students in AVID at our middle schools and high school to provide them with AVID strategies and support to increase academic outcomes. In our 2022 CAASPP scores, at the middle school level, 42.25% of students met or exceeded standards for English Language Arts and 26.63% met or exceeded standards in Math, and at the high school level, 55.28% of students met or exceeded standards for English Language Arts and 21.68% of students met or exceeded standards in Math. During the 2021-22 school year, our district had a total of 4,095 students enrolled in AVID classes throughout our district; 1,589 students were enrolled in AVID classes in our middle schools and 2,506 students were enrolled in AVID classes in our high school. Input from our English learners, foster youth and low income parents and educational partner support college and career readiness through our AVID program, increase the number of AVID tutors, and continue professional development for our AVID teachers. The needs of our English learners, foster youth and low income students were considered first, and the data indicates the need to continue providing academic support and guidance through the AVID program.

Purpose:

The actions and services are used to support programs at all levels and are used to support programs at all levels and are used to hire AVID tutors and provide professional development for our AVID teachers in order to increase student achievement. The AVID program is

principally directed and effective towards providing our English learners, foster youth, and low income students academic support and opportunities to prepare for college readiness.

Justification to Continue Action/Measure of Effectiveness:

The justification for the continuance of AVID unduplicated students is the success students have in the program and the effectiveness in meeting our student outcomes. During the 2021-22 school year, 6% of students enrolled in AVID classes were English learners, 0.9% of students were foster youth, and 60% of students were low income students in our AVID programs. In our 2022 CAASPP scores, 9% of English learners met or exceeded standards in English Language Arts and 3% met or exceeded standards in Math; 14% of foster youth students met or exceeded standards in English Language Arts and 4% met or exceeded standards in Math; and 31% of low income students met or exceeded standards in English Language Arts and 17% met or exceeded standards in Math. Forty percent of all students met or exceeded standards in English Language Arts and 25% of all students met or exceeded standards in Math. During the 2022 school year, 57% of all students completed A-G requirements, and 16% of English learner students completed A-G requirements; 0% of foster youth students completed A-G requirements; and 33% of low income students completed A-G requirements. We will continue to measure the effectiveness of the program using metrics for ELA and Math CAASPP and students meeting A-G requirements.

Goal 2, Action 9 - Additional Instructional and Engagement Supports

Needs, Conditions, and Circumstances:

Principally directed to our English learners, foster youth and low income students, there is a need to support the individual goals and needs of schools and their unduplicated student populations as no two schools are the same, and each school is supported by their Single Plan for Student Achievement (SPSA), which is aligned to LCAP and district goals. In our 2022 CAASPP scores, 9% of English learners met or exceeded standards in English Language Arts and 3% met or exceeded standards in Math; 14% of foster youth students met or exceeded standards in English Language Arts and 4% met or exceeded standards in Math; and 31% of low income students met or exceeded standards in English Language Arts and 17% met or exceeded standards in Math. Forty percent of all students met or exceeded standards in English Language Arts and 25% of all students met or exceeded standards in Math. Our data indicates the need to continue providing student interventions to increase student achievement.

Purpose:

Allocate funding for additional instructional and engagement supports principally directed to our English learners, foster youth, and low income students by supporting schools based on their percentage of unduplicated students. This funding allows each site to provide for the specific needs of their students population and specifically for their unduplicated students. Each school has a different percentage of students and will develop a School Plan for Student Achievement (SPSA) that will specifically state the goals and actions they will provide to meet their site goals and district LCAP goals. During the 2021-22 school year, there was a 31.2% chronic absenteeism rate, 4.3% suspension rate

and a 3.3% high school dropout rate. Therefore, the actions will provide students with supports to impact student achievement and social emotional well being, specifically in the area of student interventions and positive behavior interventions and supports (PBIS).

Justification to Continue Action/Measurement of Effectiveness:

Justification to continue these action and services listed for our unduplicated students come from our 2022 CAASPP scores: 9% of English learners met or exceeded standards in English Language Arts and 3% met or exceeded standards in Math; 14% of foster youth students met or exceeded standards in English Language Arts and 4% met or exceeded standards in Math; and 31% of low income students met or exceeded standards in English Language Arts and 17% met or exceeded standards in Math. Forty percent of all students met or exceeded standards in English Language Arts and 25% of all students met or exceeded standards in Math. During the 2021-22 school year, there was a 31.2% chronic absenteeism rate, 4.3% suspension rate and a 3.3% high school dropout rate. The actions' continued effectiveness will be demonstrated by the increase in academic achievement and language proficiency, which will be measured by academic indicators, such as the ELA and math CAASPP scores.

Career Technical Education Pathways

Goal 3, Action 1 - CTE Professional Development

Goal 3, Action 2 - CTE Capstone Monitoring

Goal 3, Action 3 - Counseling Support

Goal 4, Action 1 - CTE Pathways Monitoring

Goal 4, Action 2 - Middle School and High School Career Pathways Expansion

Goal 4, Action 3 - CTE Pathway Logistics

Needs, Conditions, and Circumstances:

Our district is committed to continuing to support our English learners, foster youth, and low income students in student achievement through CTE pathways. By connecting our students to relevant learning that connect to real world skills, students will leave high school with increased academic success and work-based learning skills. Our 2021-22 CTE data indicates 77% of students enrolled in CTE pathways completed capstone courses. For the 2022 Dashboard, College and Career Readiness Indicator (CCI) data was not issued. When analyzing student enrollment data in high school career technical education courses, there is a need to increase the number of unduplicated students completing pathways and scoring prepared on the CCI to support unduplicated students graduating college and career ready.

Purpose:

YCJUSD provides a comprehensive CTE program serving students at each high school, including our alternative education high schools. These programs are principally directed and determined effective toward providing our English learners, foster youth, and low income students with opportunities for career exploration activities at elementary and middle school level, and work-based learning opportunities for high school students.

Justification to Continue Actions/Measure of Effectiveness:

The justification to continue supporting our students with high quality CTE programs addresses the goals of college and career readiness and provides learning options that are relevant to our English learners, foster youth, and low income students who might otherwise be at risk of leaving high school. We will continue to measure the effectiveness of our CTE programs through our district's college/career data. Our 2021-22 CTE data indicates 77% of students enrolled in CTE pathways completed capstone courses. For the 2022 Dashboard, College and Career Readiness Indicator (CCI) data was not issued. Therefore, funding for CTE programs and their expansion with an emphasis on improving the number of unduplicated students enrolled and improving the number of students completing capstone courses for CTE pathways for these students to support college and career readiness. The actions will be measured by college and career readiness indicators, such as CTE pathway completion rates.

Mental Health

Goal 5, Action 1 - Where Everybody Belongs (WEB)/Link Crew

Goal 5, Action 2 - Elementary School Counselors

Goal 5, Action 3 - Middle School Counselors

Goal 5, Action 4 - High School Counselors

Goal 5, Action 5 - Behavioral Health Counselors

Goal 5, Action 6 - Care Solace

Goal 5, Action 7 - Mental Health Wellness Professional Development

Goal 5, Action 8 - Social Emotional Learning (SEL) Curriculum

Goal 5, Action 9 - Positive Behavioral Interventions and Supports (PBIS)

Goal 5, Action 10 - Elementary, Middle and High School Deans

Needs, Conditions, and Circumstances:

Coming out of a year in distance learning and the pandemic, there has been an increasing need for mental health services and counselors provided by our district. A trend has emerged to continue to keep mental health a focus and provide mental health supports and professional

development based on local surveys, parent input and educational partner feedback. There is an increased need to promote a positive school climate and support positive behaviors. Also, 2021-22 data indicates all students had 27% chronic absenteeism rate, and English learner students had 30% chronic absenteeism rate; foster youth had 38% chronic absenteeism rate; and low income students had 34% chronic absenteeism rate. For the 2021-22 school year, there was a 93% graduation rate for all students, and 90% graduation rate for English learner students; 81% graduation rate for foster youth students; and 92% graduation rate for low income students. The data from our district shows a gap in student outcomes, along with surveys and feedback/input from parents, students, and staff indicated needs of English learners, foster youth and low income students were considered first when developing the actions and determining the effectiveness for the continuation of the actions to support increased student outcomes.

Purpose:

Counselors, Deans, and Positive Behavior Interventions and Supports (PBIS) and mental health, and social-emotional supports encourages behaviors that promote learning, including good attendance, study habits, social skills, and respect of others. PBIS supports efforts to keep students enrolled in school, maintain student safety, encourage positive school climates, and have students graduate on time.

Justification to Continue Action/Measurement of Effectiveness:

Justification to continue supporting these actions and services listed for our unduplicated students come from our 2021-22 Dashboard data of a 93% graduation rate for all students, and 90% graduation rate for English learner students; 81% graduation rate for foster youth students; and 92% graduation rate for low income students. Also, 2022 data indicates all students had 27% chronic absenteeism rate, and English learner students had 30% chronic absenteeism rate; foster youth had 38% chronic absenteeism rate; and low income students had 34% chronic absenteeism rate. Therefore, our data indicates the need for Counselors, Deans, and PBIS supports at our schools. Our data indicates a need for mental health supports and mental health professional development for our students and families as well. These actions' continued effectiveness will be demonstrated by the increase in academic achievement and language proficiency, which will be measured by academic indicators, such as high school graduation rates and chronic absenteeism rates.

Parent Engagement

Goal 6, Action 2 - Bilingual Liaison Clerk

Goal 6, Action 3 - Bilingual Engagement Specialist

Goal 6, Action 4 - Family Learning Center

Needs, Conditions, and Circumstances:

One of our six district LCAP goals is family and school partnerships. In our 2022 data, out of 8,040 students, 668 students were English learners. Based on local survey data the needs of English learners, foster youth and low income students were considered first when developing and implementing the actions to build the capacity of parents and support with the increase of student outcomes. Educational partner engagement is vital to providing input on the actions and services for our students. Communication and support to families is a critical component of student achievement. The ability for our district to provide information in a language that is meaningful, is an additional way in which parents are supported and encouraged to take part in all the district has to offer as evidenced by the input from parents. Survey data from 2021-22 indicates 59% of our students felt connected to school; 58% of students felt there are caring adults at school; 51% of students felt they were supported in their academics; and 55% of students felt safe at school.

Purpose:

Our district continues to look for ways to increase parent engagement, especially with our English learners, foster youth, and low income families. These actions and services are principally directed and specifically provide for parent workshops to understand and promote the educational environment for our district, child development, and support for their students. In addition, supporting effective communication with our educational partners is our bilingual parent engagement specialist, bilingual homeless/foster liaison clerk, community liaison and translation services, which ensures effective communication occurring with social media, parent participation in surveys, parent participation in meetings, and parent participation on committees.

Justification to Continue Action/Measurement of Effectiveness:

Justification to continue supporting these actions and services listed for our unduplicated students are supported by our metrics to increase parent participation. Parent participation decreased in 2022 due our position of Bilingual Engagement Specialist being vacant for the majority of the school year. The Bilingual Parent Engagement Specialist oversees the parent workshops and trainings thorough our Family Learning Center. The Family Learning Center benefits English learner students, foster youth students, and low income students in meeting their needs, conditions, and circumstances first and foremost and is principally-directed and effective. For example, our Family Learning Center provides our parents and students to access the following: Career pathways, academic support, interventions and support, parent information workshops and trainings, and support for parental involvement. Our goal is to increase family engagement with our English learner, foster youth, and low income families in order for our parents and guardians to provide academic and social-emotional support for our English learner, foster youth, and low income students outside of school. Our bilingual parent engagement specialist coordinates communication, parent and student workshops/trainings, parent-involvement activities, and parent and student resources to support English learners, foster youth, and low income students' physical wellness, social-emotional wellness, academic supports, and post-secondary plans after high school, such as academic tutoring financial aid planning, post-secondary program information, and post-secondary enrollment assistance. Our Bilingual Liaison Clerk serves to communicate and provide supports for our English learners, foster youth, and low income students and families by serving as a link between our schools, community, and supports with translation services to increase parent and school communication and student engagement. Survey data from 2021-22 indicates 59% of our students felt connected to school; 58% of students felt there are caring adults at school; 51% of students felt they were supported in their academics; and 55% of students felt safe at school.

These actions will continue to be supported with funds due to their effectiveness that has been evidenced from qualitative parent data. Students will continue to demonstrate an increase in academic achievement and language proficiency, which will be measured by qualitative parent data, such as surveys and in-person meeting feedback.

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

In addition to these district-wide and school-wide supports, our district will also implement the following targeted student group-specific supports:
English Learner Supports
Goal 1, Action 1 - English Language Development (ELD) Teachers
Goal 2, Action 10 - English Learner Tutors
Goal 6, Action 1 - Translation Services

Needs, Conditions, and Circumstances:
The need for language support services and English learner site support stems from our academic data. The data reveals that there is still an achievement gap based on the CA School Dashboard. The needs of English learner students students were considered first when developing the limited actions compared to all students' data that indicated a gap in academic achievement. In our 2022 CAASPP scores, 9% of English learners met or exceeded standards in English Language Arts and 3% met or exceeded standards in Math. Also, our English learner students scored 15% proficient on the ELPAC Summative Assessment. During the 2021-22 school year, 16% of English learner students completed A-G requirements. Therefore, our data indicates the need for supplemental support provided for English learners towards college readiness based on the CA Dashboard college and career indicators and targeted additional instructional support at our elementary schools for English learners who need additional support and are not meeting standards in our core instructional program as indicated based on ELA and Math CAASPP data, proficiency rates on ELPAC, and A-G completion rates.

Purpose:
English Language Development (ELD) teachers and our ELD tutors provide targeted additional support to meet the needs of our English learners in order to meet standards in the core instructional program.

Justification to Continue Actions/Measure of Effectiveness:
In our most recent data, 2022 CAASPP scores indicate 9% of English learners met or exceeded standards in English Language Arts. Also, our English learner students scored 15% proficient on the ELPAC Summative Assessment. During the 2021-22 school year, 16% of English learner students completed A-G requirements. Therefore, our data indicates the need for ELD teachers to provide standards-based and supplemental literacy support for our English learner students. Also, our data indicates the need for supplemental support provided for

English learners students towards college readiness and targeted additional instructional support. These actions continue to demonstrate an effective use of funds as demonstrated by the increase in academic achievement and language proficiency, which will be measured by academic indicators, such as the ELA and Math CAASPP scores, proficiency rates on the ELPAC, and A-G completion rates.

English Learner, Foster Youth, and Low Income Student Supports
Goal 2, Action 1 - Supplemental Academic Support for English Learners, Foster Youth, and Low Income Students

Needs, Conditions, and Circumstances:
Our district's Dashboard data indicates the need for supplemental academic supports. The needs of English learner, foster youth, and low income students were considered first when developing the limited actions compared to all students' data that indicated a gap in academic achievement. In our 2022 CAASPP scores, 9% of English learner students met or exceeded standards in English Language Arts and 3% met or exceeded standards in Math; 14% of foster youth students met or exceeded standards in English Language Arts and 4% met or exceeded standards in Math; and 31% of low income students met or exceeded standards in English Language Arts and 17% met or exceeded standards in Math. For the 2021-22 school year, there was a 93% graduation rate for all students, and 90% graduation rate for English learner students; 81% graduation rate for foster youth students; and 92% graduation rate for low income students. The data from our district shows a gap in student outcomes, along with surveys and feedback/input from parents, students, and staff indicated needs of English learners, foster youth and low income students were considered first when developing the actions and determining the effectiveness for the continuation of the actions to support increased student outcomes.

Purpose:
English Language Development (ELD) teachers and our ELD tutors provide targeted additional support to meet the needs of our English learners in order to meet standards in the core instructional program.

Justification to Continue Actions/Measure of Effectiveness:

In our 2022 CAASPP scores, 9% of English learner students met or exceeded standards in English Language Arts and 3% met or exceeded standards in Math; 14% of foster youth students met or exceeded standards in English Language Arts and 4% met or exceeded standards in Math; and 31% of low income students met or exceeded standards in English Language Arts and 17% met or exceeded standards in Math. For the 2021-22 school year, there was a 93% graduation rate for all students, and 90% graduation rate for English learner students; 81% graduation rate for foster youth students; and 92% graduation rate for low income students. Therefore, our data indicates the need for supplemental support provided for English learner, foster youth, and low income students towards targeted additional instructional support. These actions continue to demonstrate an effective use of funds as demonstrated by the increase in academic achievement and language proficiency, which will be measured by academic indicators, such as the ELA and Math CAASPP scores, proficiency rates on the ELPAC, and A-G completion rates.

The actions/services in Prompts 1 and 2 quantitatively and/or qualitatively meet the 11.11% minimum proportionality percentage for the 2022-2023 school year, the percentage by which services fur 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 additional concentration grant add-on funding will be used to increase the number of counselors at our elementary, middle, and high schools that have a high concentration (above 55 percent) of English learners, foster youth, and low income students. Our elementary, middle school, and high school counselors will provide academic supports by strengthening social-emotional skills, addressing chronic absenteeism, and providing short-term counseling services (Goal 2, Action 2 and Goal 5, Actions 2, 3, 4, and 5).

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	1:31	1:23
Staff-to-student ratio of certificated staff providing direct services to students	1:20	1:16

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$15,808,362.00			$460,600.00	$16,268,962.00	$13,679,063.00	$2,589,899.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	English Language Development (ELD) Teachers	English Learners	$423,231.00				$423,231.00
1	1.2	Independent Study Teachers	English Learners Foster Youth Low Income	$1,380,932.00				$1,380,932.00
1	1.3	Visual And Performing Arts (VAPA) Support	English Learners Foster Youth Low Income	$935,148.00				$935,148.00
1	1.4	Data/Network Technician	English Learners Foster Youth Low Income	$47,000.00				$47,000.00
1	1.5	Computer Resource Assistants	English Learners Foster Youth Low Income	$490,000.00			$14,700.00	$504,700.00
1	1.6	Site Systems Technician	English Learners Foster Youth Low Income	$123,000.00				$123,000.00
1	1.7	Special Projects Technician	English Learners Foster Youth Low Income	$61,000.00			$20,900.00	$81,900.00
1	1.8	Special Projects Director	English Learners Foster Youth Low Income	$224,000.00				$224,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Technology Support Specialist	English Learners Foster Youth Low Income	$127,000.00				$127,000.00
1	1.10	Teaching and Learning Director	English Learners Foster Youth Low Income	$217,000.00				$217,000.00
1	1.11	Secondary Teacher on Assignment	English Learners Foster Youth Low Income	$110,047.00			$54,200.00	$164,247.00
1	1.12	Elementary STEAM (Science, Technology, Engineering, Art and Math) Teachers	English Learners Foster Youth Low Income	$784,738.00				$784,738.00
1	1.13	Library Technicians	English Learners Foster Youth Low Income	$770,000.00				$770,000.00
1	1.14	High-Quality Professional Development	English Learners Foster Youth Low Income	$579,955.00				$579,955.00
1	1.15	Elementary Curriculum Director	English Learners Foster Youth Low Income	$216,367.00				$216,367.00
1	1.16	Elementary Teacher on Assignment	English Learners Foster Youth Low Income	$95,000.00			$46,500.00	$141,500.00
2	2.1	Supplemental Academic Support for English Learners, Foster Youth, and Low Income Students	English Learners Foster Youth Low Income	$175,000.00				$175,000.00
2	2.2	Community Day School Counselor	English Learners Foster Youth	$176,000.00				$176,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
2	2.3	Instructional Aides	English Learners Foster Youth Low Income	$696,500.00			$67,500.00	$764,000.00
2	2.4	Credit Recovery Teachers	English Learners Foster Youth Low Income	$41,000.00				$41,000.00
2	2.5	Additional Elective Courses	English Learners Foster Youth Low Income	$25,000.00				$25,000.00
2	2.6	Intervention Materials Support	English Learners Foster Youth Low Income	$250,000.00				$250,000.00
2	2.7	Advancement Via Individual Determination (AVID)	English Learners Foster Youth Low Income	$80,000.00				$80,000.00
2	2.8	Advancement Via Individual Determination (AVID) Tutors	English Learners Foster Youth Low Income	$320,000.00				$320,000.00
2	2.9	Additional Instructional and Engagement Supports	English Learners Foster Youth Low Income	$717,570.00				$717,570.00
2	2.10	English Learner Tutors	English Learners	$545,500.00			$256,800.00	$802,300.00
3	3.1	CTE Professional Development	English Learners Foster Youth Low Income	$10,000.00				$10,000.00
3	3.2	CTE Capstone Monitoring	English Learners Foster Youth Low Income	$5,000.00				$5,000.00
3	3.3	Counseling Support	English Learners Foster Youth Low Income	$9,000.00				$9,000.00
4	4.1	CTE Pathways Monitoring	English Learners Foster Youth Low Income	$103,688.00				$103,688.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.2	Middle School and High School Career Pathways Expansion	English Learners Foster Youth Low Income	$170,000.00				$170,000.00
4	4.3	CTE Pathway Logistics Equipment, Supplies, Training, and Intervention	English Learners Foster Youth Low Income	$150,000.00				$150,000.00
5	5.1	Where Everybody Belongs (WEB)/Link Crew	English Learners Foster Youth Low Income	$40,000.00				$40,000.00
5	5.2	Elementary School Counselors	English Learners Foster Youth Low Income	$1,005,000.00				$1,005,000.00
5	5.3	Middle School Counselors	English Learners Foster Youth Low Income	$917,000.00				$917,000.00
5	5.4	High School Counselors	English Learners Foster Youth Low Income	$1,558,000.00				$1,558,000.00
5	5.5	Behavioral Health Counselors	English Learners Foster Youth Low Income	$310,000.00				$310,000.00
5	5.6	Care Solace	English Learners Foster Youth Low Income	$39,686.00				$39,686.00
5	5.7	Mental Health Wellness Professional Development	English Learners Foster Youth Low Income	$20,000.00				$20,000.00
5	5.8	Social Emotional Learning (SEL) Curriculum	English Learners Foster Youth Low Income	$50,000.00				$50,000.00
5	5.9	Positive Behavioral Interventions and Supports (PBIS)	English Learners Foster Youth Low Income	$130,000.00				$130,000.00
5	5.10	Elementary, Middle, and High School Deans	English Learners Foster Youth Low Income	$1,320,000.00				$1,320,000.00
6	6.1	Translation Services	English Learners	$10,000.00				$10,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
6	6.2	Bilingual Liaison Clerk	English Learners Foster Youth Low Income	$285,000.00				$285,000.00
6	6.3	Bilingual Engagement Specialist	English Learners Foster Youth Low Income	$40,000.00				$40,000.00
6	6.4	Family Learning Center	English Learners Foster Youth Low Income	$25,000.00				$25,000.00

2023-24 Contributing Actions Tables

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
$83,846,191	$15,808,362	18.85%	0.11%	18.96%	$15,808,362.00	0.00%	18.85 %	**Total:**	$15,808,362.00
								LEA-wide Total:	$7,905,443.00
								Limited Total:	$1,153,731.00
								Schoolwide Total:	$6,749,188.00

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	English Language Development (ELD) Teachers	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Middle Schools and High School	$423,231.00	
1	1.2	Independent Study Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: K-8 School and High School	$1,380,932.00	
1	1.3	Visual And Performing Arts (VAPA) Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$935,148.00	
1	1.4	Data/Network Technician	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$47,000.00	
1	1.5	Computer Resource Assistants	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$490,000.00	

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	1.6	Site Systems Technician	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High School	$123,000.00	
1	1.7	Special Projects Technician	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$61,000.00	
1	1.8	Special Projects Director	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$224,000.00	
1	1.9	Technology Support Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$127,000.00	
1	1.10	Teaching and Learning Director	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$217,000.00	
1	1.11	Secondary Teacher on Assignment	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools	$110,047.00	
1	1.12	Elementary STEAM (Science, Technology, Engineering, Art and Math) Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools	$784,738.00	
1	1.13	Library Technicians	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$770,000.00	
1	1.14	High-Quality Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$579,955.00	
1	1.15	Elementary Curriculum Director	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$216,367.00	
1	1.16	Elementary Teacher on Assignment	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	$95,000.00	
2	2.1	Supplemental Academic Support for English	Yes	Limited to Unduplicated	English Learners Foster Youth	Specific Schools: High Schools	$175,000.00	

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 (%)
		Learners, Foster Youth, and Low Income Students		Student Group(s)	Low Income			
2	2.2	Community Day School Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community Day School	$176,000.00	
2	2.3	Instructional Aides	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$696,500.00	
2	2.4	Credit Recovery Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High School	$41,000.00	
2	2.5	Additional Elective Courses	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools	$25,000.00	
2	2.6	Intervention Materials Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$250,000.00	
2	2.7	Advancement Via Individual Determination (AVID)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools and High School	$80,000.00	
2	2.8	Advancement Via Individual Determination (AVID) Tutors	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools and High School	$320,000.00	
2	2.9	Additional Instructional and Engagement Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$717,570.00	
2	2.10	English Learner Tutors	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$545,500.00	
3	3.1	CTE Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools and High Schools	$10,000.00	
3	3.2	CTE Capstone Monitoring	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High Schools	$5,000.00	

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	3.3	Counseling Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High Schools	$9,000.00	
4	4.1	CTE Pathways Monitoring	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High Schools	$103,688.00	
4	4.2	Middle School and High School Career Pathways Expansion	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools and High Schools	$170,000.00	
4	4.3	CTE Pathway Logistics Equipment, Supplies, Training, and Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools and High Schools	$150,000.00	
5	5.1	Where Everybody Belongs (WEB)/Link Crew	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools and High Schools	$40,000.00	
5	5.2	Elementary School Counselors	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	$1,005,000.00	
5	5.3	Middle School Counselors	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools	$917,000.00	
5	5.4	High School Counselors	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Yucaipa High School and Green Valley High School	$1,558,000.00	
5	5.5	Behavioral Health Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$310,000.00	
5	5.6	Care Solace	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$39,686.00	
5	5.7	Mental Health Wellness Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
5	5.8	Social Emotional Learning (SEL) Curriculum	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: Elementary	$50,000.00	

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 (%)
					Low Income	Schools and Middle Schools		
5	**5.9**	Positive Behavioral Interventions and Supports (PBIS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$130,000.00	
5	**5.10**	Elementary, Middle, and High School Deans	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools, Middle Schools, and High School	$1,320,000.00	
6	**6.1**	Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$10,000.00	
6	**6.2**	Bilingual Liaison Clerk	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$285,000.00	
6	**6.3**	Bilingual Engagement Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	
6	**6.4**	Family Learning Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$13,572,460.00	$14,358,725.53

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**	English Language Development (ELD) Teachers	Yes	$300,730.00	$414,427.00
1	**1.2**	Independent Study Teachers	Yes	$1,588,159.00	$1,293,383.00
1	**1.3**	Visual And Performing Arts (VAPA) Support	Yes	$200,000.00	$895,529.00
1	**1.4**	Data/Network Technician	Yes	$100,799.00	$41,758.26
1	**1.5**	Computer Resource Assistants	Yes	$475,773.00	$465,998.78
1	**1.6**	Site Systems Technician	Yes	$98,702.00	$117,423.09
1	**1.7**	Special Projects Technician	Yes	$98,678.00	$78,033.00
1	**1.8**	Special Projects Director	Yes	$221,770.00	$223,721.30
1	**1.9**	Technology Support Specialist	Yes	$107,780.00	$120,676.86

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	1.10	Teaching and Learning Director	Yes	$214,344.00	$216,385.12
1	1.11	Secondary Teacher on Assignment	Yes	$171,425.00	$164,584.00
1	1.12	Elementary STEAM (Science, Technology, Engineering, Art and Math) Teachers	Yes	$765,852.00	$767,896.50
1	1.13	Library Technicians	Yes	$175,459.00	$735,156.77
1	1.14	High-Quality Professional Development	Yes	$640,000.00	$379,895.58
1	1.15	Elementary Curriculum Director	Yes	$214,344.00	$216,367.20
1	1.16	Elementary Teacher on Assignment	Yes	$153,765.00	$126,529.00
2	2.1	Supplemental Academic Support for English Learners, Foster Youth, and Low Income Students	Yes	$175,000.00	$115,500.00
2	2.2	Community Day School Counselor	Yes	$160,436.00	$172,206.00
2	2.3	Instructional Aides	Yes	$513,700.00	$593,221.29
2	2.4	Credit Recovery Teachers	Yes	$44,575.00	$41,000.00
2	2.5	Additional Elective Courses	Yes	$22,083.00	$0.00
2	2.6	Intervention Materials Support	Yes	$60,000.00	$50,000

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)
2	2.7	Advancement Via Individual Determination (AVID)	Yes	$45,000.00	$60,000
2	2.8	Advancement Via Individual Determination (AVID) Tutors	Yes	$41,291.00	$96,770.56
2	2.9	Additional Instructional and Engagement Supports	Yes	$633,550.00	$633,550.00
2	2.10	English Learner Tutors	Yes	$347,365.00	$355,894.87
3	3.1	CTE Professional Development	Yes	$10,000.00	$6,100.00
3	3.2	CTE Capstone Monitoring	Yes	$5,000.00	$0.00
3	3.3	Counseling Support	Yes	$5,000.00	$0.00
4	4.1	CTE Pathways Monitoring	Yes	$109,874.00	$127,821.00
4	4.2	Middle School and High School Career Pathways Expansion	Yes	$20,000.00	$667,000.00
4	4.3	CTE Pathway Logistics Equipment, Supplies, Training, and Intervention	Yes	$150,000.00	$75,000.00
5	5.1	Where Everybody Belongs (WEB)/Link Crew	Yes	$40,000.00	$40,000.00
5	5.2	Elementary School Counselors	Yes	$1,091,157.00	$964,671.00

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)
5	**5.3**	Middle School Counselors	Yes	$863,607.00	$911,455.00
5	**5.4**	High School Counselors	Yes	$1,656,035.00	$1,534,153.00
5	**5.5**	Behavioral Health Counselors	Yes	$376,578.00	$308,973.00
5	**5.6**	Care Solace	Yes	$39,686.00	$39,686.00
5	**5.7**	Mental Health Wellness Professional Development	Yes	$20,000.00	$0.00
5	**5.8**	Social Emotional Learning (SEL) Curriculum	Yes	$50,000.00	$12,000.00
5	**5.9**	Positive Behavioral Interventions and Supports (PBIS)	Yes	$130,000.00	$100,000.00
5	**5.10**	Elementary, Middle, and High School Deans	Yes	$1,239,371.00	$1,080,964.64
6	**6.1**	Translation Services	Yes	$10,000.00	$2,000.00
6	**6.2**	Bilingual Liaison Clerk	Yes	$83,861.00	$62,682.71
6	**6.3**	Bilingual Parent Engagement Specialist	Yes	$76,711.00	$0.00
6	**6.4**	Family Learning Center	Yes	$25,000.00	$50,312.00

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)
$12,719,417	$13,368,371.00	$14,220,860.93	($852,489.93)	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	English Language Development (ELD) Teachers	Yes	$300,730.00	$414,427.00		
1	1.2	Independent Study Teachers	Yes	$1,588,159.00	$1,293,383.40		
1	1.3	Visual And Performing Arts (VAPA) Support	Yes	$200,000.00	$895,529.00		
1	1.4	Data/Network Technician	Yes	$100,799.00	$41,758.26		
1	1.5	Computer Resource Assistants	Yes	$475,773.00	$465,998.78		
1	1.6	Site Systems Technician	Yes	$98,702.00	$117,423.09		
1	1.7	Special Projects Technician	Yes	$61,399.00	$38,236.00		
1	1.8	Special Projects Director	Yes	$221,770.00	$223,721.30		
1	1.9	Technology Support Specialist	Yes	$107,780.00	$120,676.86		
1	1.10	Teaching and Learning Director	Yes	$214,344.00	$216,385.12		
1	1.11	Secondary Teacher on Assignment	Yes	$125,800.00	$110,271.00		

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	1.12	Elementary STEAM (Science, Technology, Engineering, Art and Math) Teachers	Yes	$765,852.00	$767,896.50		
1	1.13	Library Technicians	Yes	$175,459.00	$733,156.77		
1	1.14	High-Quality Professional Development	Yes	$640,000.00	$379,895.58		
1	1.15	Elementary Curriculum Director	Yes	$214,344.00	$216,367.20		
1	1.16	Elementary Teacher on Assignment	Yes	$113,479.00	$84,774.00		
2	2.1	Supplemental Academic Support for English Learners, Foster Youth, and Low Income Students	Yes	$175,000.00	$115,500.00		
2	2.2	Community Day School Counselor	Yes	$160,436.00	$172,206.00		
2	2.3	Instructional Aides	Yes	$513,700.00	$593,221.29		
2	2.4	Credit Recovery Teachers	Yes	$44,575.00	$41,000.00		
2	2.5	Additional Elective Courses	Yes	$22,083.00	$0.00		
2	2.6	Intervention Materials Support	Yes	$60,000.00	$50,000.00		
2	2.7	Advancement Via Individual Determination (AVID)	Yes	$45,000.00	$60,000.00		
2	2.8	Advancement Via Individual Determination (AVID) Tutors	Yes	$41,291.00	$96,770.56		
2	2.9	Additional Instructional and Engagement Supports	Yes	$633,550.00	$633,550.00		
2	2.10	English Learner Tutors	Yes	$266,466.00	$355,894.87		
3	3.1	CTE Professional Development	Yes	$10,000.00	$6,100.00		

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)
3	3.2	CTE Capstone Monitoring	Yes	$5,000.00	$0.00		
3	3.3	Counseling Support	Yes	$5,000.00	$0.00		
4	4.1	CTE Pathways Monitoring	Yes	$109,874.00	$127,821.00		
4	4.2	Middle School and High School Career Pathways Expansion	Yes	$20,000.00	$667,000.00		
4	4.3	CTE Pathway Logistics Equipment, Supplies, Training, and Intervention	Yes	$150,000.00	$75,000.00		
5	5.1	Where Everybody Belongs (WEB)/Link Crew	Yes	$40,000.00	$40,000.00		
5	5.2	Elementary School Counselors	Yes	$1,091,157.00	$964,671.00		
5	5.3	Middle School Counselors	Yes	$863,607.00	$911,455.00		
5	5.4	High School Counselors	Yes	$1,656,035.00	$1,534,153.00		
5	5.5	Behavioral Health Counselors	Yes	$376,578.00	$308,973.00		
5	5.6	Care Solace	Yes	$39,686.00	$39,686.00		
5	5.7	Mental Health Wellness Professional Development	Yes	$20,000.00	$0.00		
5	5.8	Social Emotional Learning (SEL) Curriculum	Yes	$50,000.00	$12,000.00		
5	5.9	Positive Behavioral Interventions and Supports (PBIS)	Yes	$130,000.00	$100,000.00		
5	5.10	Elementary, Middle, and High School Deans	Yes	$1,239,371.00	$1,080,964.64		
6	6.1	Translation Services	Yes	$10,000.00	$2,000.00		

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)
6	6.2	Bilingual Liaison Clerk	Yes	$83,861.00	$62,682.71		
6	6.3	Bilingual Parent Engagement Specialist	Yes	$76,711.00	$0.00		
6	6.4	Family Learning Center	Yes	$25,000.00	$50,312.00		

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)
$79,421,900	$12,719,417	2.00	18.01%	$14,220,860.93	0.00%	17.91%	$86,994.07	0.11%

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).

California Department of Education
January 2022