

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Chaffey Joint Union High School District
CDS Code: 36676520000000
School Year: 2022-23

LEA contact information:
Mathew Holton
Superintendent
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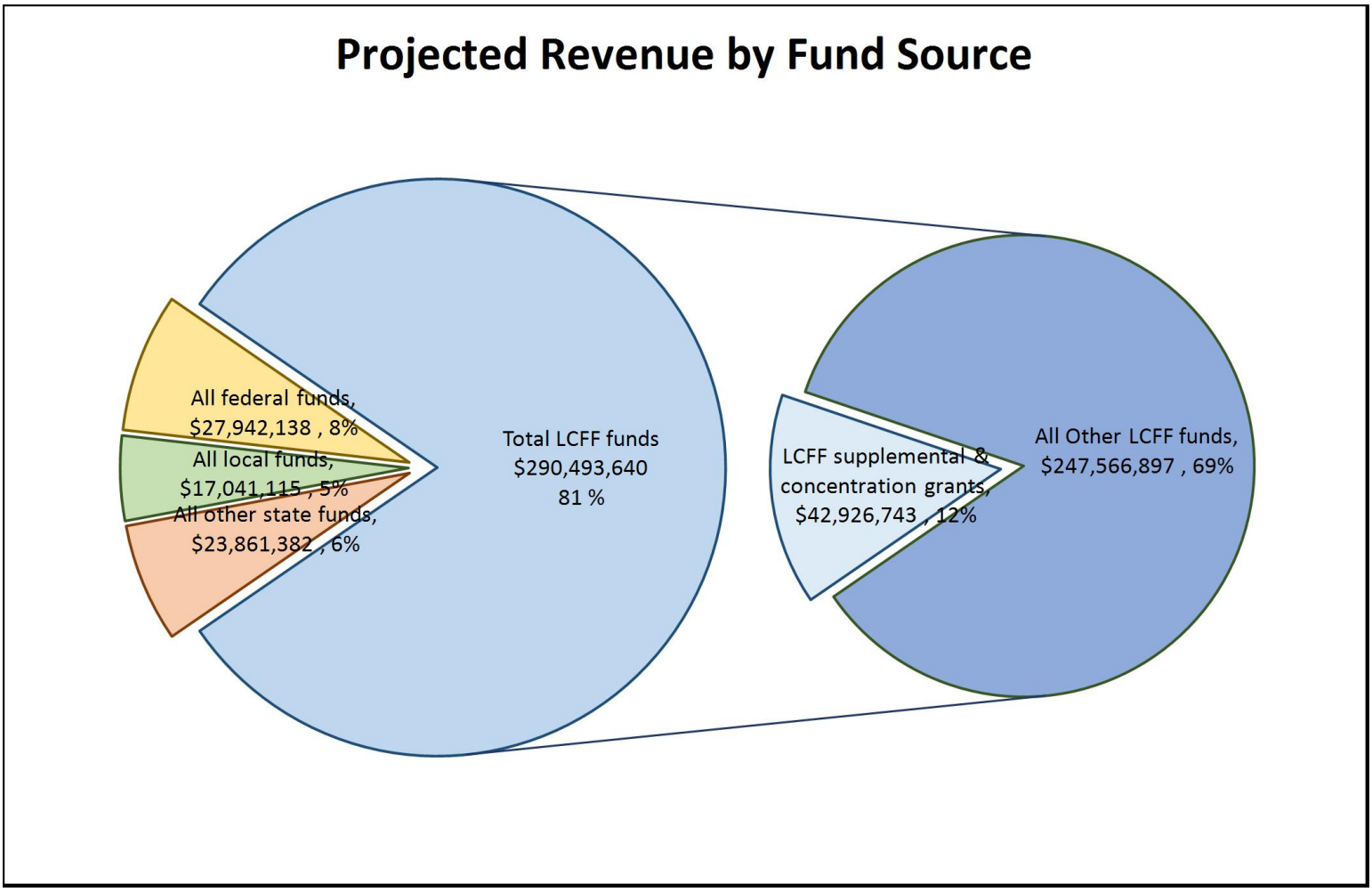
(909) 988-8511

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

Budget Overview for the 2022-23 School Year

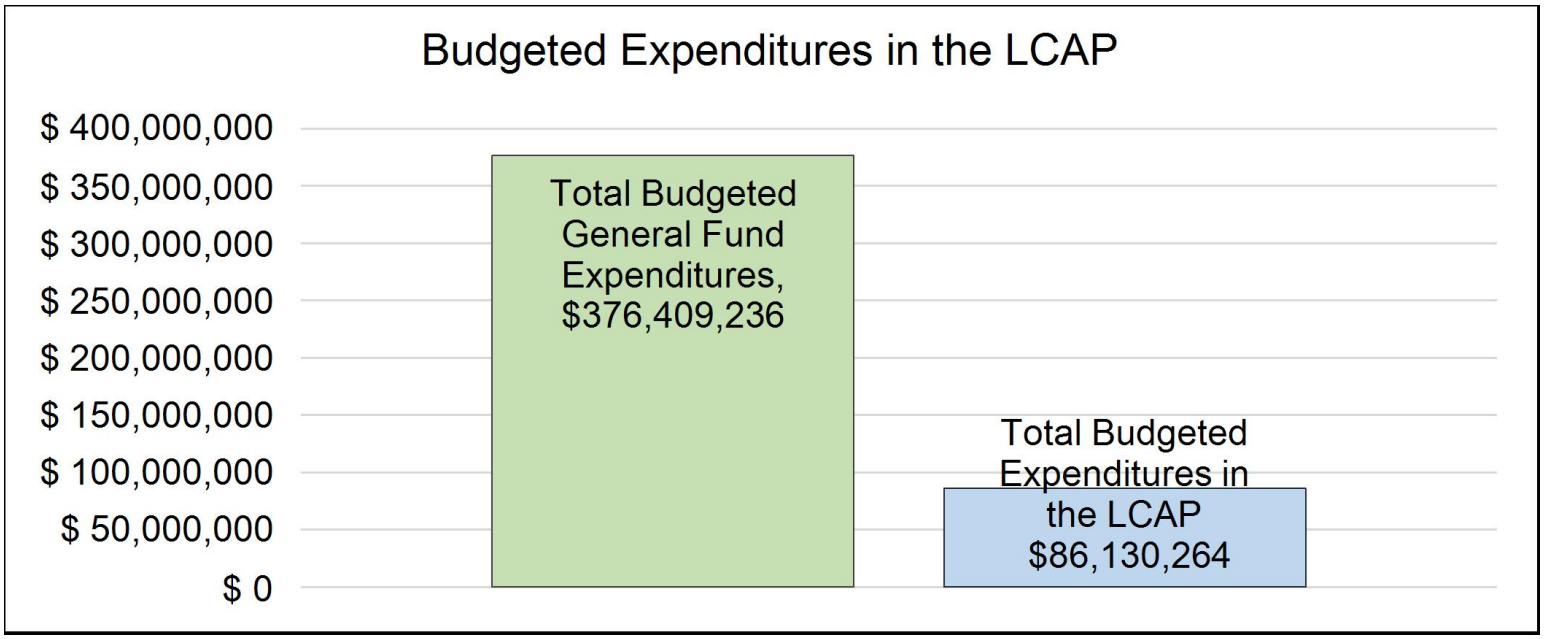


This chart shows the total general purpose revenue Chaffey Joint Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Chaffey Joint Union High School District is $359,338,275, of which $290,493,640 is Local Control Funding Formula (LCFF), $23,861,382 is other state funds, $17,041,115 is local funds, and $27,942,138 is federal funds. Of the $290,493,640 in LCFF Funds, $42,926,743 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Chaffey Joint Union High School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Chaffey Joint Union High School District plans to spend $376,409,236 for the 2022-23 school year. Of that amount, $86,130,264 is tied to actions/services in the LCAP and $290,278,972 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

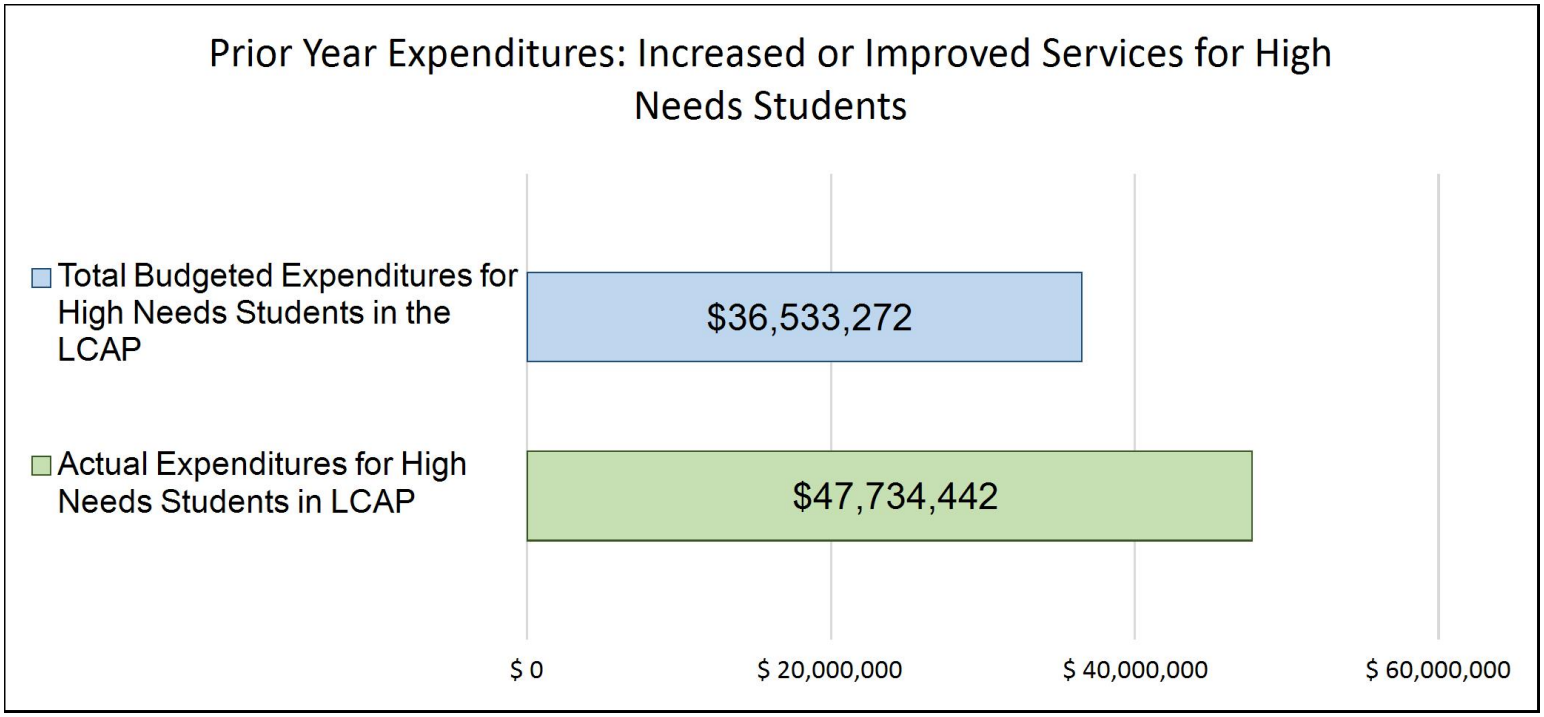
While a significant number of LCAP actions and services include people, the majority of salary and benefits expenses totaling over $315 million are not specifically identified in the LCAP. Also, other areas such as books and supplies, services, capital outlay, and other outgo are only partially included depending on the goal.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Chaffey Joint Union High School District is projecting it will receive $42,926,743 based on the enrollment of foster youth, English learner, and low-income students. Chaffey Joint Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Chaffey Joint Union High School District plans to spend $54,011,874 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 2021-22



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

The text description of the above chart is as follows: In 2021-22, Chaffey Joint Union High School District's LCAP budgeted $36,533,272 for planned actions to increase or improve services for high needs students. Chaffey Joint Union High School District actually spent $47,734,442 for actions to increase or improve services for high needs students in 2021-22.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Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Chaffey Joint Union High School District	Mathew Holton Superintendent	Mathew.Holton@cjuhsd.net 9099888511

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The Chaffey Joint Union High School District remains committed to working collaboratively with educational partners to address and develop actions that support students' academic achievement and social-emotional well-being in light of students' return to in-person instruction and the Independent Study program. Since the approval of the 2021-2022 Local Control and Accountability Plan (LCAP) (https://4.files.edl.io/ab0a/10/21/21/160530-c9df0aef-6696-4485-a933-fa3e9d62f1d6.pdf), the District received an additional 15% of Concentration Funds, Expanded Learning Opportunity Grant Funds, Educator Effectiveness Funds, and will receive A-G Completion Improvement Grant Funds. During the 2021-2022 LCAP engagement process, educational partners indicated the following as areas of priority: ensure students meet graduation requirements on time; provide a safe learning environment (beyond maintaining the physical safety of students and placing a greater emphasis on students' mental health to include social-emotional learning); focus on A-G completion (UC and CSU college entrance requirements); and strive to achieve equity and inclusion for all students. This feedback was gathered via the educational partner LCAP survey administered in January 2021 and through various virtual meetings held with parent advisory committee members, students, community members, local bargaining unit members, and administrators hosted by both the District and site principals from January 4 to May 5, 2021. Educational partners were invited to these meetings through personal outreach and announcements posted on school websites, automated phone calls, and email.

Given that the District was involved in engaging educational partners in the LCAP planning process, the District integrated engagement opportunities related to the development of the Expanded Learning Opportunities Grant Plan (https://4.files.edl.io/fe35/10/06/21/142607-1df09f38-c2df-46fe-a8ab-29ed8a058553.pdf) in its April 14, 2021 Parent Advisory Committee meeting. Additionally, this work was extended to specific engagement meetings with the District's English Language Advisory Committee, employee associations, and site leaders and their staff. The feedback from all of these efforts consistently pointed to the five focus areas outlined above.

Additionally, a survey was administered to all staff in the summer of 2021 to determine direction and priorities as the District prepared to

reconvene in-person learning in the fall. This survey data, along with input gathered via virtual meetings held with department chairs from each content area from August to November 2021 and site leadership meetings, identified the following priority areas for staff related to the Educator Effectiveness Funds Plan (https://4.files.edl.io/ae91/01/24/22/192747-c91d21bc-02ec-410f-80b3-972ee13ba400.pdf): culturally-responsive/inclusive teaching, social-emotional learning, standards-based grading, formative assessments and progress monitoring, vertically aligning curriculum, and differentiating instruction to meet students where they are. Furthermore, the District's plan for implementation of the Educator Effectiveness Funds was presented to the Board on November 16, 2021 and allowed for the public to provide additional comments of which none were received. There will be an opportunity for the District's educational partners to provide further input on the A-G Completion Improvement Grant Funds through the various meetings scheduled for January - May 5, 2022 in conjunction with the development of the Annual Update for the 2021-2022 LCAP. In an effort to increase educational partner engagement the District will continue to communicate meeting information through personal outreach, website announcements, automated phone calls, and school-wide messages via the recently adopted Aeries ParentSquare platform.

- 2021-2022 Local Control and Accountability Plan (LCAP): https://4.files.edl.io/ab0a/10/21/21/160530-c9df0aef-6696-4485-a933-fa3e9d62f1d6.pdf
- Expanded Learning Opportunities Grant Plan: https://4.files.edl.io/fe35/10/06/21/142607-1df09f38-c2df-46fe-a8ab-29ed8a058553.pdf
- Educator Effectiveness Funds Plan: https://4.files.edl.io/ae91/01/24/22/192747-c91d21bc-02ec-410f-80b3-972ee13ba400.pdf

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The District received additional concentration grant funding to provide additional direct service supports to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent during the 2021-2022 school year. Throughout the 2021-2022 Local Control and Accountability Plan engagement process, educational partners identified the following priorities in anticipation of students' return to in-person learning: increase mental health services for students; provide social-emotional learning opportunities for students; provide professional learning for teachers; increase parent engagement opportunities; increase academic support to get students back on track for graduation and A-G; and establishing a physically and psychologically safe environment where students feel connected and cared for.

Aligned to the educational partner feedback outlined above, the District utilized its additional concentration grant funding to increase the number of Spanish interpreters available to provide direct interpretation services at three of its schools, to hire an additional guidance technician to assist students, families, and counseling staff with attendance monitoring, outreach and/or achievement needs at the Alternative Education Center, and to provide additional outreach staffing hours to promote school-connectedness and wellness at Colony High School and Alta Loma High School. Additionally, the District increased custodial staff to maintain a safe and clean environment and intends to hire seven additional information technology support technicians to provide direct technical support services to students and ensure continuity of instruction. The District is expanding its transportation services department to ensure students can attend school daily and have access to in-

person instruction and hiring additional mentors and tutors to increase access to academic supports for students who need it most. The District will continue to seek staffing for its wellness centers, to expand counseling services for students on three of its campuses, and will work to expand to develop centers at each of the schools that are eligible for this funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The District strongly believes in working collaboratively with educational partners to ensure all students have access to rigorous learning opportunities, academic and social-emotional support, and are valued and reflected in their school's culture and curriculum to ensure their success. The District's collective practices have been further enhanced as a result of the pandemic as the District sought the input and feedback of its educational partners by shifting to virtual meetings which allowed more partners to attend consistently. These efforts were critical to the development of the Learning Continuity and Attendance Plan, the 2021-2022 Local Control and Accountability Plan, the Expanded Learning Opportunities Grant Plan, and the Elementary and Secondary School Emergency Relief (ESSER III) Expenditure Plan.

The following links and page numbers indicate how and when the District engaged its educational partners in the use of funds received to support recovery from the COVID-19 pandemic:

- Learning Continuity and Attendance Plan, See page numbers 4-10. https://4.files.edl.io/22bd/11/09/20/164035-13d3f407-bd67-4e75-b124-8bccd3e393e4.pdf
- Expanded Learning Opportunities Grant Plan, See page numbers 2-4. https://4.files.edl.io/fe35/10/06/21/142607-1df09f38-c2df-46fe-a8ab-29ed8a058553.pdf
- ESSER III Expenditure Plan, See page numbers 3-5. https://4.files.edl.io/2099/01/17/22/204425-3a22785e-8fdf-4f2b-bb24-94c789ea69ef.pdf
- Local Control and Accountability Plan, See page numbers 18-22. https://4.files.edl.io/ab0a/10/21/21/160530-c9df0aef-6696-4485-a933-fa3e9d62f1d6.pdf

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The Chaffey Joint Union High School District has implemented the federal Elementary and Secondary School Emergency Relief (ESSER III) Expenditure Plan in the following ways:

Continuously and Safely Operate Schools for In-Person Learning:

- Facility Upgrades: The District successfully invested in improving air quality through its installation of an ionization system in each of its classroom buildings and is working with the facility and operations department to identify locations for the installation of additional water bottle filling stations to reduce the risk of virus transmission.
- Student Materials and Equipment: The District has successfully purchased additional hotspots for students who do not have access to wifi and must miss school due to ongoing issues with COVID-19. Additionally, instructional materials for art courses were purchased to reduce the need for students to share materials and further reduce the spread of COVID-19.
- Contact Tracing and Health Personnel: To ensure the District is maintaining timely communication with students, staff, and parents related to possible COVID-19 exposure, the District has successfully hired additional contact tracers through Ro Health to assist with this task. Also, the District has hired additional safety staff to enforce safety protocols and additional health office staff to provide support for students in the health office. To provide increased access to COVID-19 testing facilities, the District contracted with Living Fit Nation and One Health to provide on-campus access to students and staff twice a week.
- Contact Mitigation Strategies: The District has not purchased a program that will support a paperless process for student enrollment paperwork but is exploring its current Aeries Student Information System as a viable option. The District successfully purchased additional personal protective equipment to ensure it's readily available for students and staff at each of its school sites. The purchase of sanitation and cleaning supplies will be ongoing and has proven to be challenging based upon the availability of supplies.

Addressing the Impact of Lost Instructional Time:

- Special Populations Student Support: The District successfully increased outreach staffing to ensure students had access to essential resources. Additionally, the District increased teaching assignments to address staff shortages and provide continuity of instruction. The District has successfully purchased instructional programs such as NoRedInk to supplement classroom instruction.
- Extended Day Learning Opportunities: To provide additional remediation opportunities for students earning credits towards graduation and A-G requirements, schools have successfully offered up to 18 sections of credit recovery courses outside of the traditional school day, and have provided students with academic support before/after school and during school breaks.
- Comprehensive Tutoring Program: Each school site has established a comprehensive tutoring program to include both virtual and in-person tutoring options. Due to personnel shortages, some school sites have faced challenges with acquiring paraprofessionals for before, after school, and Saturday tutoring support. The District has deployed multiple strategies to address these shortages and recruit personnel.
- Expanded Summer School Program: The District successfully hosted two summer school sessions from June 8 - July 30, 2021. The District once again plans to expand upon its traditional summer school program to include additional staffing and course offerings. This program is not scheduled to begin until June 1 and will proceed until June 30, 2022.
- Assessment and Progress Monitoring Tools: The District has worked collaboratively with math and English department chairs to identify an assessment platform that is to be administered strategically throughout the District to inform instruction, monitor student progress, and identify individual student learning needs. Additionally, instructional programs such as NoRedInk and CommonLit have been successfully purchased to provide increased academic support to students. Allocating collaboration time to content teams has

been challenging due to staff shortages, however, teams have the opportunity to collaborate to analyze student academic progress data before and after school, and on Saturdays with compensation.

Use of Any Remaining Funds:

- Technology Support: The District is continuing to explore the establishment of tech support centers for each of its schools related to facilities and staffing to support and sustain the successful one-to-one implementation of student devices.
- Educational Technology: The District surveyed its teachers regarding educational technology to aid in regular and substantive interactions between students and teachers to further support the transition to in-person learning. The District intends to purchase additional Chromebook chargers, Chromebooks, Apple TVs, and update computer labs. The District has faced challenges with the arrival of some of this equipment due to supply shortages and shipping delays.
- Wellness Services and Programs: The District intends to expand its wellness center staff but faces challenges with its ability to acquire additional Marriage and Family Therapists due to staff shortages from partner community clinics and institutions. The District is continuing to explore the possibility of an integrated social-emotional learning screener tool with a committee comprised of school staff and administrators. The District is also seeking to hire additional behavior intervention specialists and has partnered with outside entities to expand support services for students. The District continues to assess the sustainability of hiring additional classified and certificated staff to further support this endeavor beyond the expiration of one-time funds.
- Behavior Interventions and Supports: To further support students' transition to in-person learning, the District has successfully established Social Emotional Learning (SEL) teams comprised of classified and certificated staff at each of its high schools to provide professional learning opportunities to staff in this area and expand the implementation of SEL curriculum. The District has purchased the Character Strong curriculum and EQ at Home resources for families to access SEL activities at home. The District continues to explore outside consulting and intervention services and programs for possible implementation on its campuses to support students' reintegration to in-person learning. The District has been successful in allocating additional hours to staff to provide increased outreach support to students, and administrative interns to work with students, their families, and staff to ensure they have access to all learning and mental health programs, services, and supports available.
- Parent Tools to Promote Student Success: The District continues to host a variety of virtual workshops, informational sessions, and activities for parents at each of its school sites and provides translation services to ensure they are establishing a welcoming environment where all members can engage. Increasing parent engagement on campuses has proven to be challenging due to the inability to offer some workshops virtually based on the entity's preference and concerns about safety with attending large group in-person meetings.
- Expanded Independent Study Program: The District has successfully expanded its Independent Study Program based on fluctuating student enrollment to provide a continuity of instruction to students. The District will renew its agreement with Zoom to allow students to interact with their teachers, will continue with its implementation of Canvas to provide students with access to instruction, and will continue to assess the needs of this program to support as they arise.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The Chaffey Joint Union High School District's received approximately $375 million dollars in state, local, and federal funds. This total includes over $36 million dollars in federal relief funds from the Elementary and Secondary Schools Relief (ESSER III) Expenditure Plan. Through December 2021, approximately 50% of the totals funds allocated for this school year have been spent on specific actions related to the District's Local Control and Accountability Plan (LCAP) goals focused on ensuring all students graduate college and career ready (Goal 1), providing comprehensive professional learning opportunities (Goal 2), establishing a safe and caring learning environment (Goal 3), and maintaining effective communication with educational partners and providing family and community engagement opportunities (Goal 4).

Elementary and Secondary Schools Relief (ESSER III) Expenditure Plan:

The ESSER III Expenditure Plan adopted in the Fall of 2021 expands or extends the actions in the LCAP, allowing the District to provide additional staffing support to unduplicated student groups in the area of outreach and an additional peer mentor at each school, as well as increasing teaching assignments to address staff shortages (LCAP Goal 1, Actions 10 and 14). The District was able to expand the establishment of wellness centers to two additional campuses through the use of these funds and is working to further the expansion of these centers and their services to all schools. The District has also secured additional programs and services to provide increased mental health support services for students. The District is also seeking to acquire behavior intervention specialists for each site (up to two) and is continuously seeking opportunities to hire additional Marriage and Family Therapists for each site (LCAP Goal 3, Action 6). Additionally, the District is able to provide additional professional learning opportunities in the area of social-emotional learning for staff to support students' transition to in-person learning as well as the hiring of administrative interns to further support students' re-orientation to an in-person learning environment (LCAP Goal 3, Action 3 and 4; Goal 2, Action 11).

Safe Return to In-Person Instruction and Continuity of Services Plan:

The District used its financial resources to implement the Safe Return to In-Person Instruction and Continuity of Services Plan by providing contract tracing, COVID-19 testing, personal protective equipment, additional hours for custodial staff to disinfect school facilities, upgraded air ventilation systems, including an ionization system that mitigates the spread of COVID-19 and other airborne viruses through HVAC systems, free vaccination clinics, additional virtual academic support 24 hours a day, 7 days a week, one-to-one Chromebooks and hotspots, and the adoption of a communication platform to provide timely updates related to possible COVID-19 exposures. These actions align with LCAP Goal 1, Actions 3 and 12; Goal 3, Action 9; and Goal 4, Action 6.

- Local Control and Accountability Plan, https://4.files.edl.io/ab0a/10/21/21/160530-c9df0aef-6696-4485-a933-fa3e9d62f1d6.pdf
- ESSER III Expenditure Plan, https://4.files.edl.io/2099/01/17/22/204425-3a22785e-8fdf-4f2b-bb24-94c789ea69ef.pdf
- Safe Return to In-Person Instruction and Continuity of Services Plan, https://4.files.edl.io/f37b/02/10/22/200823-0f55013f-9e0c-49ec-a604-1ab715f6b519.pdf

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support

recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021


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1911

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Chaffey Joint Union High School District	Mathew Holton Superintendent	mathew.holton@cjuhsd.net (909) 988-8511

Plan Summary [2022-23]

General Information

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

As one of the largest and most successful high school districts in California, the Chaffey Joint Union High School District (CJUHSD) serves the diverse cities of Ontario, Montclair, and Rancho Cucamonga, as well as parts of Upland, Pomona, Fontana, and Mt. Baldy. The District serves nearly 24,000 students attending eight comprehensive high schools, an alternative education center, which includes continuation, online, and community day high schools, and an adult school. The District's work is driven to fulfill its vision: All Chaffey Joint Union High School District students will graduate ready for college and careers.

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

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

The Chaffey District encompasses 170 square miles and includes the following high schools: Alta Loma, Chaffey, Colony, Etiwanda, Los Osos, Montclair, Ontario, Rancho Cucamonga, the Alternative Education Center, and the Adult School. The comprehensive high schools serve student populations between 2,200 and 3,500 students. The District works closely with seven K-8 districts to ensure that all students experience a smooth and successful transition from eighth grade to high school.

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

The demographics of the student body, representing the 13 student groups on the California School Dashboard, reflect a diverse community of 23,566 (data as of 2021-2022 Census Day):

65.18% Hispanic/Latino
14.55% White
7.44% African American
6.7% Asian
2.23% Filipino
2.43% Two or More Races
.4% American Indian/Alaskan Native
.47% Hawaiian/Pacific Islander
13.9% Special Education
4.20% Homeless

The District ensures that its goals, actions, and services specifically provide for the needs of its unduplicated pupils (UPP):

63.2% Low-Income/Socioencomically Disadvantaged (LI/SED - Unduplicated Eligible Free/Reduced Meal)
8.0% English Learners (EL)
.5% Foster Youth (FY)

The District's commitment to fulfilling the Eight State Priorities is reported annually on the California School Dashboard. The public can review the District's continuous improvement efforts as reported on State and Local Indicators on the Dashboard; however, the impact of the COVID-19 pandemic disrupted the annual data collection for the Dashboard fro the 19-20, 20-21, and 21-22 school years. While public education accountability systems and metrics have evolved significantly in the state of California in the past 10 years, the Chaffey District additionally continues to prioritize several, including freshmen success, student on-track data (by grade level), A-G completion, and access to Advanced Placement classes and exams.

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

The District values its partnerships with the community and believes strongly in the collective power that schools, families, and local associates have in ensuring the lifelong success of every student. Each year, it hosts community events on Zoom, at the District Office, and

on school sites to engage in dialogue and gather input. Due to the COVID-19 pandemic, all in-person events were canceled or postponed in the 20-21 school year due to school closures. As of January 2021, the District re-established its efforts to re-engage educational partners in the development of the 21-22 LCAP through virtual platforms and during the 2021-2022 school year community events were held through the schools and District Office in a blended format, with some events held in-person and others virtually. Families were invited to serve as collaborators in committees and forums which include English Language Advisory Committees at District and site levels (DELAC, ELAC), African American Advisory Committees (AAPACs), Parent Teacher and Student Associations (PTSA, PTA), the LCAP Parent Advisory Committee, LCAP Site Teams, School Site Councils (SSC), Coffee with the Principal meetings, and parent trainings. These meetings continued to be held virtually and in-person during the 2021-2022 school year and educational partners played a valuable role in the LCAP developmental process. These endeavors support events worthy of our families' time and build solid community and school partnerships.

Furthermore, the District works to partner with local colleges, universities, and municipalities to forge relationships that benefit students, families, schools, and the community. For example, the District has secured memorandums of understanding (MOUs) that provide graduates who meet established entrance requirements, such as A-G completion and GPA minimums, with guaranteed admission to California State University, San Bernardino; California State University, Bakersfield; California Polytechnic University, Pomona; University of La Verne; University of Redlands; Azusa Pacific University; Grand Canyon University; California Baptist University; and Biola University, which is our latest partner university having signed an MOU with the District in February of 2020. Additionally, the District partners with community colleges in the area, including Chaffey College, Mt. San Antonio College, and Norco College, on a variety of initiatives, such as dual enrollment, that benefit students. The District also works in cooperation with the cities of Ontario and Montclair on their initiatives -- Ontario Promise and Montclair to College -- that provide free tuition to local community colleges after graduation. These efforts ensure that students have post-secondary opportunities that will provide them with the skills and education necessary to become contributing members of the community.

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

The 2019-2020 school year was disrupted by school closures resulting from the threat COVID-19 posed to public health. The closure was extended to the end of the school year and well into March of the 20-21 school year. As a result, the District created and implemented a

Distance Learning Plan to ensure continuity of instruction. The school closure affected much of the data presented in the LCAP. Two years after the initial school closure, the data reflected in the 21-22 Dashboard may still not be an accurate or provide a complete reflection of student performance because of the impact that COVID-19 had on student learning and a student's individual circumstance, leading to inequities that adversely impacted student outcomes. Due to the school closures, much of the data currently reflected on the Dashboard is either outdated or incomplete, and therefore, the District relied upon internal data collection systems, such as Dataquest, local survey responses, and student achievement data. To the extent practical, the LCAP will note how school closures affected school programs and student outcomes. Throughout the LCAP, there are references to 2018-2019 and 2019-2020 California School Dashboard data, the District's vision and goals, and specific metrics including A-G completion, progress on California Assessment of Student Performance and Progress (CAASPP), graduation rates, English Learner progress, and freshmen success data that illustrate the District's commitment to student achievement and success. Likewise, there are references to the needs of the whole student, such as the District's commitment to training all staff in the Social-Emotional Learning (SEL) curriculum to ensure that they are well prepared to provide the education, guidance, and support students deserve. Finally, the LCAP will address disparities in achievement among various student groups as informed by CA Dashboard and locally-collected data.

In 2021-2022, the District expanded its efforts to provide students, families, and staff with services, programs, and training that support mental health, social-emotional learning, and equity. To ensure equity and access, all students were issued Chromebooks, a hotspot (if needed), and instructional materials, such as textbooks. The District implemented a telephone and online helpline and revamped the Independent Study Program to assist students working remotely. The District also strived to provide essential resources for students and their families during this challenging time. The Chaffey District served well over one million meals to its communities as well as provided additional ongoing meal support specifically for its foster youth and socioeconomically disadvantaged students weekly through community free food distributions at the District Office.

The District's students, staff, and families continue to be impacted by the effects of the COVID-19 virus as students have slowly returned, and continue to return to in-person instruction. At the time of this writing at the end of the 2021-2022 school year, approximately 97% of District students have returned to school for in-person instruction. Even so, consistent attendance for students and staff has been problematic due to required quarantines after COVID-19 exposures and infections. To address the increasing needs of students in the area of social-emotional well-being, our teaching staff committed to implementing a social-emotional curriculum and social emotional learning (SEL) teams at each school infused SEL into the daily curriculum. Teachers fostered community within each of their classrooms and served as anchor adults to students to ensure students had what they needed to be successful. To support teachers in the complex return to in-person instruction, the instructional weekly schedule included embedded time for ongoing professional learning and collaboration for staff. Although hindered by a lack of availability of substitute teachers, the District continued to provide workshops and professional coaching and mentorship through the Instructional Coaching Team and Induction Mentors. Professional learning focused on using technology strategically and in intervention and engagement strategies teachers could implement to support a learning environment that seems to be constantly in flux.

In the 22-23 LCAP, the District will prioritize equity and inclusion. Data from the California School Dashboard and locally collected data during the 2021-2022 school year revealed equity gaps that the District is committed to improving. The District's Executive Director of Equity and Inclusion provides insight and consultation into areas where achievement and opportunity gaps exist and what strategies the District can employ to close those gaps. The District's Governing Board of Trustees adopted Resolution No. 2020-28 – Affirming the District's

Commitment to Racial Equity and Anti-Racist Policies and Procedures. In response to the Resolution, the District convened panels of educational partners across the District to gather input on the steps and actions which should be taken to fulfill the declarations outlined in the Resolution. The steps and actions identified by educational partners will continue be carried out in the coming years as outlined in the District's LCAP.

The Chaffey District appreciates the opportunity to annually assess its successes and areas for growth by partnering with all educational partners. As a result, students and communities will continue to thrive. The District invites educational partners to read our LCAP and always appreciates feedback and insight from our parents, students, staff, and community.

Reflections: Successes

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

Analysis of the California School Dashboard, District data, and feedback provided by educational partners reveals several successes that the District is proud of. Despite the disruptions and challenges related to the COVID-19 pandemic, the District is proud of its ability to quickly shift supports and distribute resources to students following the school closures of March 2020 to support student achievement, and to pivot again in bringing students and staff back on campus for in-person instruction beginning in March 2021 and for the entire 21-22 school year. Through these efforts, the District prioritized its commitment to achieving equity and inclusion for students, especially for unduplicated pupils. The overall increase in student achievement reported in 2020 could be related to the adoption of Senate Bill 117 in 2020, a temporary revision to the Education Code that instituted hold-harmless policies for student attendance and grading through the end of 2020 when schools closed due to COVID-19. The CA Dashboard data and locally collected data for the 2020-2021 school year indicate that students struggled due to the impact of the COVID-19 pandemic and multiple locally-collected student achievement metrics reflect this struggle. Even so, data collected locally in 21-22 indicate District students are rebounding, recovering and getting back on track to meet graduation and post-secondary goals.

The District remains committed to the providing mental health supports and the implementation of the Social-Emotional Learning (SEL) curriculum to create trust and foster community in virtual classrooms. Many teachers utilize the SEL curriculum on a daily basis with students to assist them with relationship building and to serve as anchor adults to students. The Anchor Adult philosophy is derived from SEL and its purpose is to establish a safe connection between the teacher and students to ensure that students had someone that they could reach out to with any question or concern in addition to their counselor and other school personnel. School staff continue to strive to establish positive connections with students.

To support teachers' return to in-person instruction in 2021-2022, the District hosted multiple professional learning opportunities in the areas of instructional technology (Canvas and its many functions, Zoom, Peardeck), and SEL. Teachers were challenged to work within their achievement teams to identify content essential standards in an effort to address student concerns about workload and mental health.

In the return to in-person learning, EL students continued to be the District’s priority. The District maintained access to both the Read 180 and Edge curriculum to support EL achievement.

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

- -Graduation rate: The District's 2020 graduation rate increased by .9% to 90.9%. The CA Dashboard four-year adjusted cohort graduation for the graduating class of 2021 is 87.8% and the graduation rate for the class of 2022 is not released at this time.

- -California Assessment of Student Performance and Progress (CAASPP): The CAASPP was suspended in 2020, but students were able to voluntarily participate in 2021. In 2021, student achievement on the CAASPP demonstrated improvement in math and ELA although the percentage of students who participated declined and the improvement in math and ELA scores may be inflated. 68.48% of District students Met or Exceeded Standards on the 2021 ELA portion and 44.6% Met or Exceeded Standards on the 2021 Math portion. CAASPP student data for 2022 has not been released yet.

- -The District continued to prioritize and provide access to AP courses and exams for all students. District students continued to achieve well on AP exams as demonstrated by a 2021 pass rate of 49.0%. AP exams will be administered through June 2022, and therefore, the 2022 data will not become available until July 2022, due to the delay in the testing window.

- -Inclusion: In 2022, 60% of all special education students were enrolled in general education classes 80% of their day, a 1% decrease from the prior year but an overall increase of 6.5% since 2018. This data demonstrates the District's ability to foster inclusive environments in a virtual setting to support students with disabilities.

- -Mental Health: In 2021-2022, the District’s Mental Health Committee and Community Mental Health Task Force continued to identify students' needs and programs to support all students. Some of the outcomes of this work included the hiring of additional school psychologists, the expansion of peer counseling programs across the District, and additional parent education classes specifically related to supporting students' mental health. In response to the impact of the COVID-19 pandemic, the District increased its partnerships with local health agencies to expand mental health services to students and to offer in-person and online services to increase access to these services for students. In addition to the expansion of mental health services, the District increased social-emotional learning training opportunities for staff, and established lines of support for students to reach site counselors and outreach teams to address challenges and receive support with engagement and mental health during this time.

Although improving upon the mental health services provided for students has been one of the District’s top priorities over the past few years, the pandemic and all of the related struggles that society has faced have strengthened the District’s commitment to supporting the mental health needs of students and staff. Professional learning opportunities in the areas of mental health will continue to be a focus in upcoming years. During the 2022-2023 school year, for example, the District will reinstate its efforts to provide Mental Health First Aid training to students, staff, and parents. In 2019-2020, over 500 staff members were certified in Youth Mental Health First Aid, giving them the tools they need to identify and intervene with students in crisis, but the challenges related to COVID-19 made it difficult to continue this training during

the past two years. This training and the extensive professional learning opportunities in the area of SEL provide a solid foundation for a growing number of teachers and support staff who will help support the important mental health needs of students as they continue to infuse SEL practices within in-person instruction.

The District has also developed partnerships with many community agencies to provide services for our students. A strong team of counselors, psychologists, and therapists will continue to reach out to students and families as needed. These mental health professionals will collaborate with one another to share best practices and provide guidance for staff, students, and families.

Additional successes include the District's commitment to equity and inclusion for all students through the District's Governing Board of Trustees adoption of Resolution No. 2020-28 – Affirming the District's Commitment to Racial Equity and Anti-Racist Policies and Procedures. This resolution affirms the District's commitment to racial equality. The Executive Director of Equity and Inclusion oversees its efforts in this area; from this role, several actions and services support all students. Despite the challenging environment, the District hosted multiple equity trainings and hosted virtual and in-person forums with teachers, parents, and students across the District to inform the Resolution and the resulting action plan. Additionally, the District continued its implementation of a Diverse Literature Task Force, which required all sites to select works from a diverse group of authors to be read and studied in students' English courses at every grade level. Research shows that when students are able to see themselves represented in the literature they study, they are more engaged and have a stronger sense of identity and pride in their respective communities. Significant funding was dedicated to the purchase of additional texts for students to access. Finally, the District began an ambitious initiative to train students across the campuses, in partnership with the Anti-Defamation League, on identity and anti-bias work. This training will provide students with the skills to facilitate respectful and safe conversations with their peers regarding race and understanding bias to promote a culture of inclusivity among all District campuses.

In 2021-2022, with the increased reliance on technology, the District was committed to providing support to students and their families in the area of instructional technology throughout the school year. The District continued to provide training programs to our parent community virtually in the area of instructional technology, social-emotional health, and fostering community with schools. Educational partners reported having difficulty in accessing multiple sites to obtain information regarding grades and student performance, as well as accessing virtual instructional programs, and the District has provided workshops to teach parents how to access and navigate Canvas, the District's learning management system. The District and school sites hosted multiple training sessions for students, staff, and parents in the area of instructional technology, and these training sessions have continued to be offered as students transitioned back to in-person instruction during the 2021-22 school year.

The District prides itself on assessing the effectiveness of student support and strives to meet the needs of all students, especially those student groups that make up the unduplicated pupil percentage. In doing so, the District adjusted its instructional bell schedule for the second semester of the 2021-2022 school year to allow for a later start and for students to receive individualized academic support during the school day. The adoption of the revised schedule included the voices of all educational partners and was developed in direct response to student feedback obtained from a student panel held to address student needs during the COVID-19 pandemic. In response, the District increased its partnerships with local health agencies to expand mental health services to students and rapidly shift to online and in-person services for increasing access to these services for students.

The District is proud of its ability to achieve continuous improvement in the following data metrics throughout the COVID-19 pandemic: graduation rate, inclusion, the expansion of mental health services, the establishment of instructional technology support systems, and the equity resolution. The District continues to work collectively with all educational partners to sustain and improve student achievement and to shape its goals, actions, and services around the ever-changing needs of students, the CA Dashboard, and Eight State Priorities.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In the District's 2022-23 LCAP, there must be an increased emphasis on equity. The California School Dashboard reveals equity disparities that the District is committed to addressing and improving. The Executive Director of Equity and Inclusion provides insight and direction for areas where achievement and opportunity gaps exist and the strategies the District can employ to close those gaps. The return to in-person learning in 2021-2022 highlighted additional areas of need among students, especially Foster Youth (FY) and homeless students. The District will continue to fulfill its commitment to addressing the areas of need as identified in recent years. The decline in student achievement preliminarily reported in 2021 as compared to 2020 data may be related to the adoption of Senate Bill 117 in 2020, a temporary revision to the Education Code that instituted hold-harmless policies for student attendance and grading through the end of 2020 when schools closed due to COVID-19. Additionally, the COVID-19 pandemic had varying impacts on student wellness, learning, and access to essential resources. In response, the District is committed to enhancing supports and services to mitigate learning loss, promote student wellness, and improve student achievement, principally directed to support English learners, low-income, and foster youth students.

Specifically, the District has identified these areas of need:

- -Freshmen Success: Over the course of a number of years, the District's ongoing efforts to support freshmen have resulted in a substantial decrease in the number of freshmen who finish their first year of high school behind on credits needed to graduate. The District embraces the research that demonstrates the significance of the first year of high school and thus provides students with robust support and programs to provide a successful transition to high school. As a result, the percent of freshmen who were 45 credits or fewer at the end of the 2020 school year declined to 7.7%. Over 92.3% of freshmen advanced to their sophomore year in a position to graduate on time with no or minimal remediation in 2020. Since 2020, District students have struggled and in 2021 74.3% of freshmen finished the school year with 45 credits or fewer, and the District established the most comprehensive summer school program in its history by offering a robust program in both June and July in an effort to provide opportunities for students to re-integrate to campus and complete remediation courses for A-G and graduation. Through the many opportunities for remediation afforded to students in summer of 2021 and during the 2021-2022 school year, the District was able to reduce the number of freshmen considered off-track to 17.9%%. This percentage is high when compared to pre-pandemic achievement, but is expected to decrease somewhat after the 2022 summer school session as over 11,000 students are enrolled in summer school.

- -A-G Completion: In 2020, the District’s A-G completion rose to 72.1% and in spite of school closures, seniors in the Class of 2020 were able to graduate having met the A-G requirements successfully. Since 2010, access to A-G courses and programs that

support completion has resulted in a 45.4% increase. The District has prioritized A-G completion for the past 10 years to support its college and career readiness vision. In 2020, the number of Socioeconomically Disadvantaged (SED) and English Learner (EL) students who graduated A-G increased by more than 11% combined. In 2020, 60.3% of SED students graduated A-G, a 5.5% increase from 2019. In 2020, 25.4% of EL students graduated A-G, a 6.1% increase from 2019. In 2021, data reflects a decline of the A-G completion rate by 3% as compared to 2020. The District developed a robust summer school program consisting of two sessions in an effort to provide multiple opportunities for students to remediate courses in grades 9-11 to ensure an increase in A-G completion rate in subsequent years. The preliminary data for 2022 indicates achievement is rebounding and is expected to fluctuate due to student achievement in summer school.

- -Suspension Rate: The District's suspension rate as last reported on the CA Dashboard was alarming. Seven of eight comprehensive high schools demonstrated medium or high suspension rates within the ORANGE performance level. Additionally, nine of 13 student groups were suspended at a rate that indicated by a RED or ORANGE performance level. Of most concern in 2019 was the Special Education and African American student groups that were suspended at a very high rate, per the Dashboard. In response, the District convened a committee to examine this specific data. The committee examined specific District and site data and developed strategies to address disparities between student groups relative to school suspensions. For Special Education, the District is working with the County to develop strategies as Special Education qualified for Differentiated Assistance. Distance learning in 2021 accounted for an extremely small number of student suspensions, but the return of in-person instruction during the 2021-2022 school year, accompanied by increased student behavior incidents resulted in an increase in student suspensions, as there were 1,919 incidents which resulted in student suspension and 50 expulsions as of June 2022.

- -College and Career Indicator: Given that the District's vision commits to preparing all students for college and careers, the District is dedicated to improving achievement for all students on this indicator. The 2021 CA Dashboard does not report student outcomes for the College and Career State Indicator at this time, but it is expected to do so in the upcoming school year. The District will provide greater access to various measures to provide students with opportunities to achieve preparedness in response. In 2021-2022 the District made great strides to identify and infuse career readiness standards into the curriculum at all schools. This project is expected to be completed early in fall 2022 ensuring all graduates will be career ready.

- -Mental Health Support: While it is difficult to quantify a goal related to the mental health and social-emotional needs of students, the District examines survey data and considers the feedback from parents in a variety of settings to establish direction. The District has invested substantially in programs and services to support student mental health. Nevertheless, in 2022, as reflected in the District’s annual LCAP survey, student survey results reflected that the need for access to mental health services for students and their friends was ranked among students' top priorities. Educational partners reported this same area, ranked as one of their top priorities, along with providing a safe and caring learning environment and promoting Social-Emotional Learning (SEL) activities in classes. With this feedback in mind, the District will continue to enhance mental health and SEL services, programs, and professional learning for staff and educational partners while in distance learning and throughout the transition to in-person instruction.

- -Reintegration of Students to On-Campus Learning Environments: Student learning undoubtedly continues to be impacted as a result of the COVID-19 pandemic. The District will continue to be prepared to support students and staff to recover from this experience, especially our FY, EL, and SED students. The District will provide extensive professional learning opportunities in instructional technology to enhance in-person instruction, expand mental health services for students, and establish local benchmarks to measure student learning. The District now exceeds the 1:1 ratio for students and Chromebooks and will continue to ensure that student electronic devices can be used efficiently in the classroom with sufficient WiFi capability and as effective learning tools.

In summary, the District understands the need for a comprehensive, multi-faceted plan to promote equity and inclusion for all students. The District is committed to ensuring all students have access to learning resources, to building capacity among staff to support learning both virtually and in-person, to increasing mental health services for students, and to mitigating learning loss upon students' return to in-person instruction following the COVID-19 pandemic. Additionally, the District will prioritize the needs of English learners and special education students by increasing inclusion and improving instruction in a collaborative setting. The District will continue to provide professional development for general education teachers, special education teachers, and paraprofessionals in collaborative approaches to instruction that support special education students. The District will continue to bolster support for ELs by providing professional development to teachers and administrators under the guidance of the District's EL Instructional Coach, student mentorship, tutoring, and other support services. Through these intensive efforts, the District will demonstrate its commitment to enhancing programs and approaches that support student equity, increasing academic achievement as reflected on the CA Dashboard areas and with local data collection, and promoting social-emotional well-being.

LCAP Highlights

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

The 2022-2023 LCAP has an unwavering focus on equity and inclusion for the continuous improvement of achievement for all students. This focus includes providing ongoing professional learning for the District's staff to support students and staff as they recover from the effects of the COVID-19 pandemic, continued return to in-person instruction, evaluating and improving school culture and climate to assess equity and inclusion indicators, and offering meaningful opportunities for family and community engagement. The school closures and distance learning in 2020 and 2021 affected the District's ability to collect and report much of the data presented in previous LCAPs and has made it challenging to look at longitudinal data. Even so, the current data, from the CA Dashboard and collected locally, indicates that students have struggled, but that 2021-2022 and the return to in-person instruction have offered snapshots of hope that students are recovering and rebounding.

Additionally, the LCAP outlines the District's commitment to demonstrating continuous improvement on the state and local indicators as outlined in the LCAP. Due to the disruptive effects of the COVID-19 pandemic, CA Dashboard data is sparse; therefore, the District relied upon internal data collection systems, such as local survey responses, and student achievement data, in addition to available state data via Dataquest. Additionally, state indicators -- graduation rate, English learner progress, commitment to equity and inclusion, prioritizing student

safety, and accessibility to instructional materials and resources -- are referenced throughout the LCAP. The actions and services within this plan reference programs, interventions, personnel, and initiatives that enable the District to improve student achievement, equitable support for all students, and decision-making reflecting the needs of the community and students. Further, the LCAP presents the District's efforts to meet all requirements of the local indicators, which include basic school services, implementation of academic standards, parent engagement, school climate, and broad course of study.

Despite the COVID-19 pandemic and the uncertainty it caused, the District remained committed to decreasing systemic inequities and increasing inclusion to achieve positive outcomes for all students. Specific actions included ensuring students had access to the instructional materials and essential resources they needed to be successful. The District issued Chromebooks to all students, provided WiFi hotspots to any students who needed one. The District also distributed over 1 million meals to families on campus and in the community. To address equity, both drive-thru deliveries and home visits, as well as student outreach protocols, were employed to ensure foster youth, socioeconomically disadvantaged, special education and English learner students had access to essential instructional and academic resources. The District continued its commitment in these areas during the 2021-2022 school year so that students would have access to healthy meals at school and instructional technology at home and at school.

The LCAP highlights growth on important metrics and illustrates the connection between student achievement and the District’s commitment to the continuity of programs and strategies, as well as to the resources and expenditures that support the District’s efforts throughout the COVID-19 pandemic.

The LCAP also outlines the proven and effective actions and services that have contributed to demonstrable growth in student achievement. The 2022-2023 LCAP maintains those actions and services that continue to have a positive impact on student achievement and those that support the District's vision and goals. Additionally, the LCAP reflects several actions and services that will supplement the steps the District has taken to support students and staff in response to the additional academic interventions and supports students will need in continuing to return to in-person instruction.

Sustainable actions and services include the following:

- support for AVID and other instructional programs at all comprehensive high schools
- support staff at the District and school levels to ensure that students and families have access to college and career guidance and information
- commitment to professional learning initiatives that support improved instruction, increased student achievement, and equity
- access to quality instructional materials and technology for all students
- access to support and interventions for all students, particularly for unduplicated pupils and special education
- access to supports and programs that benefit unduplicated students
- access to resources and support personnel that work to fulfill the District's college and career readiness vision
- commitment to communication and relationship development strategies to ensure parents are provided with consistent and updated information about student progress and parent training opportunities

Finally, the LCAP is written with the Eight State Priorities in mind of which the District has a commitment to the continuous improvement on each Dashboard indicator, and all are addressed and referenced in the plan. The District strives to continuously improve progress on each Dashboard indicator, achieve equity and inclusion for all students, and to continue to work with educational partners in partnership to achieve these goals and enhance understanding of and access to the Dashboard. In short, the District remains steadfast in its efforts to increase student achievement and provide advantages for all students, especially foster youth, English learners, and socio-economically disadvantaged students (low-income).

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

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

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

Support for Identified Schools

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

Valley View High School (VVHS) conducted a needs assessment to address the low graduation rate and to improve students' access to services and resources. Due to the suspension of the California Dashboard for 2020 and 2021, data is limited.
Graduation Rate - Dataquest reported a 4-year cohort graduation rate of 40.7% for 2017-2018. For 2020-2021, the grad rate increased to 45%. Student groups indicate a grad rate of 55.6% for African American students, 42.3% for Hispanic or Latino students, and 61% for White students.
Suspension Rate - For 2020-2021 school year, only 0.2% of our students were suspended at least once. This is a significant decrease due to the majority of the year being distance learning.
Credit Check Data - From 2018-2019 students earned an average of 7.5 credits in Credit Check #1, 3.09 in 2020-2021, and 9.4 in 2021-2022. While credit earning significantly dropped during distance learning, it improved dramatically with the return to in-person instruction.

An educational partner group comprised of school administration and department chairs, along with other teacher leaders examined student performance data to identify areas of focus and achievement gaps. Specifically, the educational partner group identified the need for alternative testing and the use of formative assessment measures to demonstrate student performance in English and Math. Due to the

fluidity of student enrollment at the continuation high school, an approach to looking at growth over time is warranted. This need for alternative testing was developed after a review of the data provided by the California Dashboard did not give the team a full perspective of student needs. In 2022-2023, orientation and graduation programs will be adjusted to ensure all students complete a pre- and post-assessment.

Specifically, because of the pandemic and the absence of test data from the 2019-2021 school year coupled with the transiency of the continuation school population, the team felt the need to include local assessment and data measures so that they could make real-time adjustments to student services. Additionally, it was determined it is necessary to address the basic needs of students (nutrition, safety, health) before learning can take place. As a result, a survey was conducted to determine the professional development needs of the staff to support students, not only in academics but with social-emotional health and well-being. The survey reflected student achievement data and asked staff to determine which areas of professional development they felt would better equip them to support student learning and achievement. Staff responses were tabulated and grouped into different areas of focus and discussed in staff meetings and site leadership collaborations. As a result of the analysis of the data collected during the survey and through continued discussions, the staff supports increased student achievement through continued professional learning in the following areas:

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

As a result of this assessment, the educational partners group worked collaboratively to research and identify possible evidence-based practices and interventions that would be effective at Valley View High School. The committee worked with site and District leaders to identify promising best practices in place locally and also included research within the California Department of Education CSI webpage, Find Evidence-Based PK-12 Programs, https://www.evidenceforessa.org/, What Works Clearing House, https://ies.ed.gov/ncee/wwc/, and ESSA Implementation Resources, https://www.evidenceforessa.org/. Finally, the committee identified the following evidence-based practices to implement at Valley View High School:

(1)Trauma-Informed Schools Training and Program Implementation - The entire school faculty and staff participated in the training. Classroom teachers and support staff completed a full-day training, while office staff and other classified school personnel such as custodians, grounds, and food service workers completed a half-day training. The entire school continues to explore trauma-informed practices during staff collaboration meetings and pull-out days for professional development. Additionally, the school leadership team is committed to providing continued professional learning opportunities for staff in this area. Many scientific studies have demonstrated that people who have experienced traumatic Adverse Childhood Experiences (ACEs) are more likely to experience social, emotional, and

academic difficulties as well as have a greater probability of developing mental and physical illness as adults. School staff trained in trauma-informed practices are able to help staff implement strategies that can mitigate these effects, resulting in increased learning, student safety, and emotional well-being. Staff will return from the conferences and training and work collaboratively to strategize and plan to implement trauma-informed and social-emotional learning strategies. In addition, trained staff will provide collaborative professional development with their colleagues to facilitate the learning of the entire faculty. All staff on the campus have now received basic training in trauma-informed practices resulting in staff behaviors that are coordinated, complementary, and student-centered. The additional training and professional learning will result in a comprehensive school plan that provides for more in-depth and fully developed strategic and intentional implementation of these research-based strategies to benefit student learning and well-being.

(2) Social-Emotional Learning (SEL) Curriculum Training and Implementation - A small team of staff members, including administrators and teachers, attended an SEL curriculum training in April 2019, and all of these staff members received additional training during the 2020 school year in addition to the staff who completed the introductory SEL training sessions. A goal has been established to train the entire staff of teachers. Additionally, school leadership purchased the SEL curriculum to infuse the lessons into the new Viking Academy, along with the Senior Transition class and elective wheel classes in order to immerse students in the essential life skills needed to be a productive and positive school and community citizen. Additionally, staff did attend the Southern Region Wellness Conference in the summer of 2019 and also in 2022 where SEL education is included.

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

(4) Curriculum Development - Distance Learning provided a unique opportunity to look at best practices to improve instruction and increase student progress. Daily class activities, used along with Apex modules, and SEL and TCELL lessons increased overall student progress. We have identified a need to continue these practices by providing ongoing collaboration and professional development to develop new lessons and content for direct instruction.

(5) Student Advocates - Hire part-time Outreach Consultant (Dropout Prevention) to serve as an advocate who helps struggling students by providing individualized support to meet their academic, personal, and emotional needs. The OC would be a student’s “go-to person” for the resources and support needed. The OC would report to the Response to Intervention (RtI) committee student findings and updates on student progress and needs. Students will be referred to OC as a result of attendance, behavior, and coursework concerns.

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

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

(8) Home Visits - VVHS plans to compile an outreach team comprised of an outreach consultant, teacher, and a mental health professional who will conduct afternoon and early evening home visits to students who are academically struggling from issues possibly related to the pandemic, distance learning, or poverty. This team will include at least one member who is bilingual, and they will identify at-risk students, visit their homes, and provide comfort, encouragement, and services to the students and parents.

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

Monitoring and Evaluating Effectiveness

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

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

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

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

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

The school and District staff are partnering with educational partners, including parents, students, and community organizations to collect and examine data to monitor the effectiveness of the CSI plan. Partners who provide expert analysis and input, such as staff from the San Bernardino County Superintendent's Office and the San Bernardino County Department of Behavioral Health, will be included in the monitoring and review processes, and their input will help guide progress. Data collected to help determine the effectiveness of the plan will be presented to students, parents, and school and District staff so that areas of strength or needs for improvement can be transparently discussed and addressed.

The following evidence-based studies were used to develop the Comprehensive Support and Improvement Plan: Prevention Dropout in Secondary Schools (What Works Clearinghouse, 2017) and Dropout Prevention (What Works Clearinghouse, 2008)

Engaging Educational Partners

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

The District believes in the collective power that schools, families, and local partners have in ensuring the lifelong success of every child. The District also values strong relationships/partnerships with families and the community that foster academic partnerships. To further develop family and community partnerships, the District continued to work with parents/caregivers, site teams, multiple parent committees and groups, and students to develop the 2022-23 Local Control Accountability Plan (LCAP). Additionally, the District considers recommendations from the Special Education Local Plan Area (SELPA), as the Superintendent, and other staff, regularly meet with the SELPA to gather input in regards to students with disabilities. As a result of the global COVID-19 pandemic and multiple spikes of positive infections during the school year, the District's efforts to gather educational partner feedback were disrupted and the District leaders made the decision to host virtual meetings when in-person meetings were traditionally held. Nevertheless, the District remained committed to ensuring it provided meaningful opportunities for educational partners to provide input and work collaboratively with the District to develop the 22-23 LCAP. The District continued to work diligently to fulfill its obligation to Priority 3: Parent Involvement. Educational partners were invited to these meetings by the principal or assistant principal of their students' school as the principals and assistant principals attend and facilitate the English Language Advisory Committee, School Site Council, African American Parent Advisory Council meetings where the development of the LCAP is discussed. Additionally, educational partners were invited to participate in these meetings and discussions at Coffee with the Principal meetings which are consistently promoted as opportunities for all parents to attend through postings on the school websites, Aeries ParentSquare, social media, and automated phone calls to the homes of all students.

Despite the impact of the COVID-19 pandemic, the Chaffey District planned for robust virtual parent engagement efforts in 2022 and site-based in-person engagement efforts, and it developed three objectives for family and community engagement as it prepared for 2022-2023 LCAP development:

- - To reframe and re-engage all educational partner groups by devising a new blended process that provided the District with valuable insight and perspectives used to inform annual planning and development of goals and actions to be included in the LCAP virtually through Zoom and in-person.
- - To reconstitute and expand LCAP committees to allow for more participation, diversity, and inclusion.
- - To ensure the District’s parent involvement in the LCAP process authentically aligns with Priority 6, Dashboard and local metrics, and the revised LCAP document.

- -On February 2, 2022, the District hosted a Parent Advisory Committee (PAC) meeting to provide an orientation to parents about the significance of the LCAP (which included a general overview of the LCAP process and previous LCAP), the District’s LCAP goals, their critical role in the formulation of the LCAP, and the opportunity to engage in break-out room discussions regarding the District’s goals and priorities to provide feedback and direction. The members of the PAC were representative of the schools within the District as well as of an array of student groups and members of the District English Language Advisory Committee (DELAC) and The African American Parent Advisory Council (AAPAC). The members of the PAC also completed the LCAP survey while in the session. Members of the PAC affirmed the District’s LCAP goals and advised that mental health, instructional professional

development, safety, equity, and inclusion serve as priorities for the District. Site teams were composed of students, parents, staff (classified and certificated), representatives of local bargaining units, and site administration. Principals facilitated group discussions about District and site-specific areas of success, areas of need, considerations for the next school year, and top 5 priorities. Each site presented its conclusions with a summary of its discussions. Some of their conclusions include their appreciation of the District's focus on equity and inclusion, technology deployment and support, outreach services, and the appreciation of a return to in-person instruction. Areas of need included increasing mental health services for students, providing ongoing professional development for teachers to ensure they can successfully meet growing student needs and carry their new technical knowledge and experience into the physical classroom to enhance their instruction, and the need to continue to prioritize equity and inclusion for all students.

- -On March 4, 2022, an in-person District English Language Advisory Committee meeting was hosted at Colony High School and parents and educational partners from all District schools were invited to present LCAP progress and to gather feedback regarding areas of success with a return to in-person learning and areas of improvement. Parents, educational partners, and staff discussed and provided input regarding what they felt should be the District's priorities in the LCAP. Site meetings at all schools were also held by principals with educational partners, and focused on site and district data, specific LCAP survey results for their schools, and site-specific achievements and areas of need. Site teams also discussed and identified their priorities for the upcoming school year. Multiple times during March, the District administration, once again in partnership, with principals, strived to provide an orientation to the LCAP for all staff at each site and to launch the District's LCAP surveys through virtual staff meetings. Survey administration continued through February and was delivered electronically and in various site and District meetings and events to all educational partners. The District gathered 2,201 surveys from parents, staff, and community members and 8,028 responses from students (total survey responses were 10,229).

On March 15, 2022, a District African American Parent Advisory Council meeting was hosted to present LCAP progress and to gather feedback regarding areas of success with a return to in-person learning and areas of improvement. Parents and staff discussed and provided input regarding what they felt should be the District's priorities in the LCAP. Discussions, led by principals with educational partners, focused on site and district data, specific LCAP survey results for their schools, and site-specific achievements and areas of need. Site teams also discussed and identified their priorities for the upcoming school year.

- -On April 14, 2022, a PAC meeting was held to provide a progress update regarding the development of the 22-23 LCAP. The District presented District-wide LCAP survey results, the top 5 priority areas as reported by educational partners in site team discussions and the LCAP survey. Parents then had the opportunity to envision and provide input regarding the specific actions and services they felt would address and support the educational partners priority areas identified.

- -On May 3, 2022, the Superintendent presented a draft of the LCAP, as influenced by the feedback gathered among all educational partners groups (students, staff, community partners, and parents) to the Parent Advisory Committee, District English Language Advisory Committee, and members of the African American Parent Advisory Committees. The Superintendent provided a comprehensive overview as to how the District developed its original LCAP goals and priorities dating back to 2013 and how these goals and priorities have continued to evolve in alignment with student needs. The Superintendent outlined the efforts of the District

in response to the COVID-19 pandemic to support students and the priority areas identified among all educational partners throughout the planning and development stage for the 22-23 LCAP. The presentation concluded with an explanation of the District's LCAP goals in response to student needs, educational partner feedback, and CA Dashboard and locally collected data. Although there was an opportunity for participants to comment, ask questions, and provide additional feedback to further inform the LCAP, no comments were made to further develop the LCAP, and hence, the Superintendent did not respond in writing.

- -On June 14, 2022, the Superintendent conducted a presentation to the Board of Trustees on the 22-23 LCAP for public hearing.
- -On June 15, 2022, the Board of Trustees took action and adopted the 22-23 LCAP.

A summary of the feedback provided by specific educational partners.

The District gathered feedback and data from various sources for analysis. It was through the various meetings held in-person and via Zoom and survey responses that allowed the District to gather feedback from educational partners. The LCAP survey administered this school year was structured similarly to last year's; respondents were asked to use a sliding scale (0 lowest to 10 highest) to prioritize the metrics included. Through the survey responses, the District identified the trends outlined below.

STUDENTS (Students from across the District that represented each of the schools and diverse groups):

Students responded most positively to the following:

- -Ensure students can meet graduation requirements on time
- -Focus on A-G requirements completion
- -Provide a safe learning environment
- -Provide enhanced mental health services
- -Teach students to positively embrace diversity

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

EDUCATIONAL PARTNERS (Community partners, parents of unduplicated pupils, students with disabilities, and diverse backgrounds; certificated staff; classified staff; and administration:

Educational partners responded most positively to these District efforts:

- -Ensure students meet graduation requirements on time
- -Provide a safe learning environment (beyond an intruder; an enhanced focus on student's physical and mental health to include social-emotional learning)
- -Focus on A-G completion (UC and CSU college entrance requirements)
- -Increase opportunities for students to gain skills that will help them pursue a job or career
- -Provide Chromebooks and connectivity for students to use at home and school

District English Language Advisory Committee (DELAC):

Members of DELAC reported they appreciated the efforts of the District to ensure equity and access for all students throughout the return to in-person learning and the District's commitment to provide additional academic support to EL students. They appreciated the support from EL advisers, the continuous academic support of EL programs, and parent involvement and training. Committee members were excited about the District's efforts to promote the success of multilingual students as well as the teachers and staff who support them. The DELAC asked the District to continue to prioritize safety with a greater emphasis on communication and education of rapidly changing COVID-19 protocols, to continue to provide technological support to students, dual/concurrent enrollment opportunities for students, enhance mental health services, prioritize social-emotional learning for students, continue to develop college and career readiness programs, increase support of special education, foster youth, and English learner students, and to continue to provide opportunities for family and community engagement and parent training.

African American Parent Advisory Council (AAPAC):

Currently, there are four AAPACs established within the District. Members of these councils actively participated in the District's Parent Advisory Committee (PAC) to contribute feedback regarding priorities for the success of African American students which is embedded in the educational partner priority areas outlined above. Principals held additional meetings with site AAPACs and principals and District staff met with representatives from all of the site AAPACs to discuss LCAP priority areas, progress, and the identification of the actions and services needed to ensure positive outcomes for African American students. Feedback from the AAPAC members focused on providing college-preparatory experiences for all students and although they expressed excitement about the District's progress with the diversification of literature and students' participation in the Black College Expo and the Historically Black Colleges and Universities tours, they would like to see the further expansion of these programs.

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

Despite the COVID-19 pandemic, the District remained committed to working collaboratively with all educational partners to hone its five LCAP goals and its actions and services to support student learning and achievement. The District remains focused on its vision to graduate all students ready for college and career. Throughout the 2021--2022 school year, several discussions, meetings, and activities were held to allow educational partners to reflect on the Districts priorities and goals, which validated the District's direction. The District reviewed the

state and local indicator data from the CA Dashboard, as well as internal data collected from the 2021-2022 school year. The District acknowledged the need to work to decrease the rate of suspension, specifically through its commitment to equity to address the disproportionality among students of color, students with disabilities, and foster youth. The additional actions and services to support this improvement can be found outlined in Goal 3 of the LCAP. Some of these actions include additional training for staff in the areas of social-emotional learning, restorative practices, and the expansion of mental health services for students.

A survey was also administered to allow educational partners to identify their specific priorities to allow the District to align with them. Educational partners emphasized concern for students' ability to graduate on time and meet A-G requirements considering the additional challenges presented by the COVID-19 pandemic on student learning. In response, the District has increased the actions and services outlined in Goal 1 of the LCAP to develop and implement diagnostic assessments to assess students' learning needs and plan to meet them where they are as they have returned to in-person instruction to provide additional opportunities for students to recover credits and accelerate learning through increased course offerings throughout the school day, before/after school, and online credit recovery programs. Additionally, educational partners reported the need for the District to ensure students' psychological safety in addition to physical safety as a result of the isolation and trauma many students experienced during the pandemic and return to in-person learning. The District will increase actions and services that support student mental health by training all staff in social-emotional learning and culturally-relevant teaching practices, expanding student counseling services, and establishing student leadership opportunities to promote equity on campus and through the curriculum. The need for the District's ongoing commitment to equity quickly became evident in the discussions held with educational partners and the locally collected data as well as data locally-collected and from the CA Dashboard. This feedback strongly influenced and ultimately informed the District's increased actions and services to ensuring equity. The District responded by developing equity actions and goals, embedded in the Anti-Racist Equity Resolution to be implemented (Action 3.1). The District was able to form a CARES Committee (Committee on Accountability Responsiveness and Equitable Solutions), comprised of staff from every school, who are working together, and with students and parents, to create intentionally equitable learning environments. Some other related actions include anti-bias training for students and staff, the continued inclusion of diverse and representative texts of the diverse student body, the establishment of African American Parent Advisory Councils at every school within the District, and ongoing professional development for teachers in standards-based grading (Action 2.8 and Action 3.1). The District is also committed to ongoing and enhanced support that focuses on unduplicated pupils. These additional or enhanced actions and services can be found embedded within each of the District's LCAP goals.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*The 2020 administration of the ELPAC was suspended due to the COVID-19 pandemic.				
California Assessment of Student Performance and Progress (CAASPP) ELA	The District's performance levels on English Language Arts was reported as GREEN on the Dashboard in 2019. • 2019 ELA Results - 38.4 Above Standard (+7) GREEN • 2019 ELA All Students - 32% Exceeded, 34% Met, 20% Nearly, 14% Not • 2019 ELA EL- 1% Exceeded, 7% Met, 30% Nearly, 63% Not • 2019 ELA SED - 24% Exceeded, 35% Met,	Most recent data: 2021 Performance on the CAASPP ELA % of students who Met or Exceeded Standards All Students - 68.48% EL - 15.24% SED - 62.97% The Mean Scaled Student Score improved 12.5 points in 2021 (2632.8 points) • 2021 ELA Results All Students Exceeded Standards - 35.97% Met Standards - 32.51% Nearly Met Standards - 20.03% Did Not Meet			The Districtwide achievement on ELA CAASPP will increase by 2 points above standard annually for all students and maintain a performance level of GREEN. • ELA Results - 40.4 Above Standard ELA All Students - 34% Exceeded, 34% Met, 20% Nearly, 14% Not • ELA EL- 3% Exceeded • ELA SED - 26% Exceeded

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	24% Nearly, 17% Not *The 2020 administration of CAASPP was suspended due to the COVID-19 pandemic.	Standards - 11.49% • 2021 ELA Results EL Students Exceeded Standards - .95% Met Standards - 14.29% Nearly Met Standards - 37.14% Did Not Meet Standards - 47.62% • 2021 ELA Results SED Students Exceeded Standards - 28.60% Met Standards - 34.37% Nearly Met Standards - 23.70% Did Not Meet Standards - 13.34%			
CAASPP Math	The District's performance levels on math was reported as GREEN on the Dashboard. The average math score improved 5.9 points in	Most recent data: 2021 Performance on the CAASPP Math % of students who Met or Exceeded Standards			The District-wide achievement on MATH CAASPP will increase by 2 points above standard annually for all students and maintain a performance level of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019. • 2019 Math Results - 38.1 Below Standard (+5.9) GREEN • 2019 Math All Students - 15% Exceeded, 23% Met, 26% Nearly, 36 % Not • 2019 Math EL- 2% Exceeded, 4% Met, 11% Nearly, 83% Not • 2019 SED Math- 10% Exceeded, 20% Met, 27% Nearly, 43% Not *The 2020 administration of CAASPP was suspended due to the COVID-19 pandemic.	All Students - 44.46% EL - 17.76% SED - 37.13% The Mean Scaled Student Score improved 23 points in 2021 (2610.7 points) • 2021 Math Results All Students Exceeded Standards - 19.01% Met Standards - 25.45% Nearly Met Standards - 26.67% Did Not Meet Standards - 28.87% • 2021 Math Results EL Students Exceeded Standards - 3.74% Met Standards - 14.02% Nearly Met Standards - 28.97% Did Not Meet Standards - 53.27%			GREEN. • Math Results - 40.1 Above Standard • Math All Students - 17% Exceeded, 25% Met, 26% Nearly, 36% Not • Math EL - 4% Exceeded • Math SED - 12% Exceeded

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		• 2021 Math Results SED Students Exceeded Standards - 13.52% Met Standards - 23.61% Nearly Met Standards - 28.76% Did Not Meet Standards - 34.10%			
College/Career Indicator	2018-19 Dashboard Data ALL - 53.1% - YELLOW EL - 18.1% - ORANGE SED (LI) - 47.1% - YELLOW SWD - 7.1% - RED Afr. Amr. - 39.4% - YELLOW Amer. Indian - 46.7% - NPC Asian - 80.7% - BLUE Filipino - 85.2% - BLUE Hispanic - 48.4% - YELLOW Pacific Islander - 43.3% - NPC 2 or more - 68.9% - GREEN	*The 2021 CA Dashboard does not report student outcomes for the College/Career State Indicator			Student groups currently in ORANGE or RED will increase preparedness to at least low/medium - 10% to 34.9% or medium 34% to 54.9% - YELLOW.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White - 60.8% - GREEN Foster Youth - 21.2% ORANGE Homeless - 33.5% - ORANGE *The 2020 CA Dashboard was suspended due to the COVID-19 pandemic.				
A-G Completion Rate	In 2019-2020, ALL - 72% EL - 12.6% / RFEP 69.2% SED (LI) - 66.1% SWD - 16.9% Afr. Amr. - 63.8% Amer. Indian - 50% Asian - 87.6% Filipino - 92.4% Hispanic - 61.6% Pacific Islander - 57.1% 2 or more - 72.1% White - 72.8% Foster Youth - 11.8% Homeless - 48.7% *Preliminary local data for 2021, ALL - 70% (this data will be affected by	In 2020-2021 All - 69.0% EL -30.7% SED - 64.4% SWD - 19.8% Afr. Amr. - 63.9% Amer. Indian - 58.8% Asian - 86.9% Filipino - 88.8% Hispanic - 65.0%% Pacific Islander - 62.5% 2 or more - 74.8% White - 75.9% Foster Youth - 36.36% Homeless - 55.91% *Preliminary local data for 2022 ALL - 62.1% (this data will be affected by some seniors			The A-G completion rate for all students will increase by 1% annually. (ALL - 73%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	some seniors completing coursework through the summer)	completing coursework through the summer)			
Freshmen On-Track to Graduate	In 2020, 92.3% of all freshmen finished their 9th grade year with more than 45 credits, which kept them on track to graduate on time. *Preliminary local data for 2021, 74.34%	In 2021, 74.3% of all freshmen finished their 9th grade year with more than 45 credits, which kept them on track to graduate on time. *Preliminary local data for 2022 - 82.1%			The percentage of freshmen students on track will increase by 1% annually. (77.34%)
Inclusion (students with disabilities with an IEP enrolled in general education classes 80% of the school day)	In 2020-21, the Inclusion rate for CJUHSD was 61%.	In 2021-2022, the Inclusion rate for CJUHSD was 60%.			The inclusion rate for all students will increase by 1% annually. (63%)
Appropriately Assigned Teachers	In 2020-21, two teachers were mis-assigned in accordance with local indicator criteria of the CA Dashboard, which is based on the appropriate assignment of	In 2021-2022 .02% teachers were mis-assigned in accordance with local indicator criteria of the CA Dashboard, which is based on the appropriate assignment of			The District will ensure that 100% of all teachers are appropriately assigned.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	teachers of English learners.	teachers of English learners.			
Career Exploration Experiences	In 2019-20, 43,327 students had the opportunity to participate in live in-person career exploration experiences. *Due to the COVID-19 there is no data to report for the 20-21 school year.	Career Exploration Experiences did not take place during the 2021-2022 school year due to COVID-19. No data to report.			The number of Career Exploration Experiences will increase by 1% annually.
Career Readiness Inventory	In 2019-20, 87% of eleventh grade students completed a career inventory and 93% of ninth or tenth grade students. *Due to the disruption of the COVID-19 pandemic and the transition to full distance learning the inventory was not administered by all school sites in 20-21.	In 2021-2022, 61% of eleventh grade students completed a career inventory and 73% of ninth or tenth grade students.			The percentage of students in the 9th or 10th, and 11th grade completing a career inventory will increase by 1% annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The California Statewide Assignment Accountability System	The California Statewide Assignment Accountability System (CalSAAS) is a new system of Assignment Monitoring allowing annual monitoring of all certificated educator assignments. The District has 22 misassigned teachers according to the criteria of this new accountability system.	The California Statewide Assignment Accountability System (CalSAAS) is a system of Assignment Monitoring allowing annual monitoring of all certificated educator assignments. The District has 31 mis-assigned teachers during the 2021-2022 school year according to the criteria of this new accountability system.			The District will ensure that 100% of all teachers are appropriately assigned.
Williams Act Compliance	In 2020-21, the District had 0 unresolved Williams Act complaints.	In 2021-2022, the District had 0 unresolved Williams Act complaints.			There will be zero unresolved Williams Act complaints at the end of each year and the District will achieve an "exemplary rating" on the FIT annually. *To confirm students have access to standards-aligned instructional materials, the District will provide ample instructional materials on all campuses and ensure that there are 0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					unresolved Williams Act Compliance complaints annually.
Students Passing AP Exams with a Score of 3 or Higher	In 2019-2020, 55.3% percent of students who took at least one AP exam passed with a score of 3 or higher.	In 2020-2021, 49.0% percent of students who took at least one AP exam passed with a score of 3 or higher.			The District will increase the percentage of students who passed at least one AP exam with a score of 3 or higher by 1% annually.
Reclassification Rate	In 2020-2021 the District reclassified 11.2% of its English Learners.	In 2021-2022 the District reclassified 7.9% of its English Learners.			The District will reclassify 14.2% of its English Learners.
Early Assessment Program (EAP) percent of students prepared for College ELA	In 2020-2021, 38.8% of students demonstrated readiness for college ELA on EAP (as of results on 8/3/2021—44.7% results in).	In 2021-2022, 49.01% of students who tested demonstrated readiness for college ELA on EAP (as of results on 6/6/2022).			The District will increase the percentage of students who are prepared for College ELA, as determined by the EAP by 1% annually.
Early Assessment Program (EAP) percent of students prepared for College Math	In 2020-2021, 20.6% of students demonstrated readiness for college Math on EAP (as of results on 8/3/2021—44.7% results in)	In 2021-2022, 33.76% of students who tested demonstrated readiness for college Math on EAP (as of results on 6/6/2022).			The District will increase the percentage of students who are prepared for College Math, as determined by the EAP by 1% annually.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	AVID	Teachers and staff will deliver instruction and supports within the AVID program and across all content areas to increase college/career readiness as measured by the College and Career Indicator. This action is principally directed to unduplicated students.	$2,846,057.00	Yes
1.2	Access to a Broad Course of Study	The District will continue to ensure that all students have access to A-G courses, including Honors and AP courses, to prepare students for college. To address equity, the District will prioritize enrollment of diverse and underrepresented groups, including socio-economic disadvantaged, English learners, foster youth, and other student groups that demonstrate an achievement gap in A-G completion. These efforts will be monitored by the Gifted And Talented Education (GATE) Coordinators and the Assistant Principals of Achievement and Instruction.	$354,310.00	No
1.3	Support & Interventions	The District will provide access to support and interventions, including credit recovery and grade remediation opportunities principally directed to unduplicated pupils, to foster achievement in a broad, appropriate course of study and improve the a-g completion rate. The programs will include before/after school classes and tutoring, online learning, Saturday programs, summer school, and additional instructional minutes on campuses with special programs. All support and intervention programs will be managed by the Assistant Superintendent of Alternative Instruction and assigned classified staff. • Provide A to G recovery/acceleration options • Follett Ed, online curriculum, digital resources • Edgenuity and APEX online software • Before/After school salaries • Credit Recovery/before, during, and after the school day • Summer school salaries • Saturday school	$9,579,454.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Instructional minutes for interventions at Alta Loma, Colony, Chaffey, Montclair • GED Renew support		
1.4	English and Math Interventions, Programs, Materials	The District will provide students with supplemental and intervention courses, programs, and instructional materials to increase fluency and achievement in English, reading, and math primarily for English learners and foster youth student groups who demonstrate achievement gaps on the CAASPP in ELA and Math. The implementation of these interventions and programs will be managed by Assistant Principals, EL Advisors, and Counselors.	$1,608,602.00	Yes
1.5	Teacher Librarians	The District will maintain full-time teacher/librarians and library media technicians at each comprehensive school site to provide services for unduplicated students and teachers that include literacy development, instruction in research, support with instructional technology, and access to instructional resources to primarily support the learning and achievement of English learners, and foster youth. Maintaining high-quality library programs, which provide instructional resources, academic support, and access to instructional materials for unduplicated students, will support their achievement and thus improve student performance on the CAASPP ELA.	$3,310,590.00	Yes
1.6	Instructional Materials	The District will allocate funding for new library materials and replacement of outdated instructional materials as needed for each site to increase access to high-interest and diverse literature and resources for students, to replace outdated classroom textbooks, and to provide access to standards-aligned instructional materials to ensure compliance with the Williams Act. • Purchase both fiction and nonfiction materials in print and digital formats, upgrade databases, replace and repair damaged materials in the library ($9 per ADA)	$463,600.00	No

Action #	Title	Description	Total Funds	Contributing
		• Purchase new instructional materials for new courses or to replace dated materials ($11 per ADA) • Purchase literary works by authors from diverse backgrounds and implement an evidence-based approach to increasing student literacy, reading, and writing skills. Equity and diversity in new texts and resources will reflect students' diverse cultures, nationalities, ethnicities, socio-economic backgrounds, life experiences, gender, and sexual identities.		
1.7	College Readiness Programs and Events	The District will ensure equitable access to college readiness programs, including Advanced Placement, SAT preparation programs, PSAT, and college fairs and events, parent outreach, and provide funding to subsidize the cost primarily for low-income and other unduplicated student groups to address the needs of these groups and close achievement gaps evident in the Dashboard's College and Career indicator.	$913,776.00	Yes
1.8	Newcomer EL Services	The Newcomer Program provides language and transitional support to English learners new to the United States. The Newcomer Program focuses on building literacy skills to set up a student for a successful transition to their home school upon their completion of this program and to achieve academically on the ELPAC and in their coursework leading up to graduation. The program provides additional classes, staffing, guidance, enrichment opportunities, field trips, and college visits for students.	$1,008,048.00	Yes
1.9	Comprehensive EL Support	The District provides comprehensive EL support District-wide to ensure students demonstrate annual academic growth and advancement on the CAASPP ELA and the ELPAC. A Director of Categorical Programs manages EL staff and programs, ensures compliance with state and federal programs, monitors student	$2,803,327.00	Yes

Action #	Title	Description	Total Funds	Contributing
		progress, manages ELPAC administration, and implements services. • Staff - Title I advisors, language assessors, classified support • Ellevation • EL, ELD, Accelerated English courses • Instructional materials		
1.10	Peer Mentors	Peer Mentors provide in-class individualized instructional support and assistance for English learners, low-income, and foster youth freshmen students in core subject areas of integrated math, biology, and English to ensure they are successful academically. Peer Mentors, who are college students and graduates of the District, along with teachers who participate in the program, receive annual training to equip them with the skills necessary to facilitate a co-teaching environment.	$914,295.00	No
1.11	Curricular and Instructional Software and Platforms	The District invests in curricular platforms and programs that assist teachers in the delivery of effective instruction and to support unduplicated student groups' engagement and achievement in school, especially in an era that requires a greater need for virtual learning. Resources include Canvas, Zoom, Turnitin, Newsela Pro, Microsoft Office 365, Snap and Read, and PearDeck, Edulastic, Avant, ASL Defined, and GoReact. Resources are evaluated annually by site staff, the Executive Director of Instructional Development, students, and Cabinet to determine the frequency of use and value to unduplicated students' academic achievement and classroom instruction evidenced by graduation rate, CAASPP performance, and A-G completion rate.	$541,551.00	Yes
1.12	Instructional Devices, Support, and Infrastructure	The District shifted to a one-to-one device to student program in 2020 when schools closed due to the impacts of COVID-19 to ensure every low-income, foster youth, and English learner had access to remote	$3,159,993.00	Yes

Action #	Title	Description	Total Funds	Contributing
		instruction to provide continuity of learning. By providing devices to unduplicated student groups the District increased access to online academic tutoring services to support student achievement in Distance Learning. Moving forward the District will issue each student a device as they enter the ninth grade or the District and will support the implementation and maintenance of these devices with technicians, connectivity assistance, and an upgraded and fully maintained high-quality operational network. Due to the increased reliance on technology, the District will expand its team of technicians by two. Issuing devices to students, primarily targeted to low-income students, will ensure that they have the access to all instructional platforms and programs required to support their learning while on campus and while working remotely to support their academic achievement and increase the graduation rate.		
1.13	Career Technical Education Programs (CTE)	The District offers comprehensive career readiness programs managed by the Director of Career Readiness who develops and implements career exploration/CTE courses and career /exploration/skills development experiences for students and staff. The Director works with CTE teachers and Baldy View Regional Occupational Programs (BVROP) to offer courses for students across a broad spectrum of career courses, internships, summer enrichment experiences, tours, college certification programs, and professional development and resources for teachers to develop instructional programs and create pathways. The District prioritizes the enrollment of English learners to ensure they have access to CTE programs and to provide them the opportunity to earn credits towards graduation through career readiness development thus improving graduation rate. Career Technicians further support these efforts by managing BVROP enrollment at the site level and promoting career exploration opportunities to ensure students, who are primarily unduplicated students, have access to career readiness programs. These programs provide Technology Skills, Career Exploration, Employability, Life, and Learning Skills (TCELL), and the foundation needed to be career-ready upon graduation.	$13,778,840.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.14	Outreach	The District employs an Outreach Consultant who oversees initiatives in place to ensure that students graduate on time ready for college and career and have equitable access to educational opportunities. Additionally, staff members engage in progress monitoring, staff training, family and community engagement, and more to ensure that all students are on track for post-secondary college and career opportunities and to fulfill the District's commitment to equity.	$103,230.00	No
1.15	Support for Students with Disabilities	The Special Education Coordinator will facilitate parent meetings, work with site teams and alternative settings such as non-public schools and residential treatment centers to ensure that the appropriate supports are in place for students in accordance with their IEP, and provide training to special education and general education teachers to support classroom instruction and increase student achievement and the inclusion rate.	$203,304.00	No
1.16	Colleges and Universities Visits	The District will ensure equitable access and exposure to colleges and universities, including providing funding and staff to accompany students from all District schools to visit, tour, and learn about the opportunities available to them at Historically Black Colleges and Universities. The District will provide this opportunity primarily for low-income, foster youth, and English learners to address the needs of these groups and close achievement gaps evident in the Dashboard's College and Career indicator.	$50,000.00	Yes
1.17	Enrichment Classes and Activities	The District will provide students with supplemental and enrichment courses, programs, and instructional materials to increase connection and attendance at school primarily for low income, English learners, and foster youth student groups who demonstrate achievement gaps on the CAASPP in ELA and Math as well as who have higher and disproportionate absence, suspension, and expulsion rates when	$9,697,332.00	Yes

Action #	Title	Description	Total Funds	Contributing
		compared to their peers. The implementation of these interventions and programs will be managed by Assistant Principals.		
1.18	Community Day School	The District will provide a highly-structured and restricted educational option for students. Chaffey Community Day School is an alternative high school that provides educational opportunities for students who have experienced disruptions in their educations. The instructional program gives students individual support and the opportunity to thrive in a smaller setting with lower class sizes than a traditional high school.	$570,989.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The 2021-2022 school year was a difficult and unique year for the Chaffey Joint Union High School District with students returning to in-person learning after spending the majority of the 2020-2021 school year in distance learning. While approximately 97% of students returned to campuses for in-person instruction, approximately 3% of students remained in distance learning in the District's Independent Study program. The daily instructional and learning schedule at schools was negatively impacted by the effects of COVID-19 as staff and students were subjected to quarantine periods at home after being exposed to or receiving positive COVID-19 test results. Student achievement during the 2020-2021 school year declined as evidenced by multiple metrics such as graduation rate, A-G completion, AP Exam success rate, and on-track to graduate percentages. This is indicated by the 2.5% decrease in the 2021 graduation rate (dropped from 90.3% in 2019 to 87.8% for all students in 2021), the 3% decline in 2021 graduates who completed UC/CSU A-G Requirements (dropped from 72% in 2020 to 69% for all students in 2021), and the 6.3% decline in successful Advanced Placement scores (dropped from 55.3% of students in 2020 who passed at least one AP exam with a score of 3 or higher to 49.0% in 2021). The school year was one of recovery, as school staff worked diligently and creatively to help students recover from time spent away from school and society. Students exhibited many social-emotional needs that likely impacted student achievement, conduct, and attendance as well. While the actions in Goal 1 were generally effective in improving student achievement, the metrics above did not reflect a full return to the levels of student achievement seen at the end of the 2019-2020 school year.

Some substantive differences in planned actions and actual implementation of the of these actions include Action 1.3 (Supports & Interventions) as the District pivoted in order to provide more comprehensive support and address significant learning gaps for a greater number of students, especially unduplicated pupils. Credit recovery and additional course offerings to help students recover grades and credits, which in previous years were offered after school, were also offered zero period and during the instructional day. Saturday School

sessions were reduced, both in the number of sessions Districtwide and in the number of students served due to unavailability of staff and students due to other constraints. The summer school program was significantly expanded as the District added a second summer session in July to provide additional opportunities for students to take classes to help them get back on track in pursuit of their 4-year or postsecondary academic plans.

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.

Action 1.5 Included additional Teacher Librarian and Library Media Technician staffing than originally planned, resulting in an increased cost. Action 1.7 included ROTC programs in support of college readiness, resulting in an increased cost. Action 1.9 reflects a more robust summer school program offering, resulting in an increased cost. Action 1.10 included additional college mentor personnel, resulting in an increased cost. Action 1.13 primarily reflects a lower overall cost for regional occupational program services provided than anticipated.

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

Actions 1.1 (AVID), 1.2 (Access to a Broad Course of Study), 1.3 (Support and Interventions), and 1.4 (English and Math Interventions) were foundational actions within this goal and made significant positive contributions to widespread student achievement at all District schools, particularly affecting the graduation rate, CAASPP scores, A-G completion rate, and freshmen on-track metrics. These actions drove instruction and learning at all District schools and provided a college preparatory experience for the student body and created a college-going culture on all campuses. While the Graduation Rate (dropped 2.5%) and the A-G Completion Rate (dropped 3%) have been adversely affected by the effects of COVID-19, these actions had a positive effect on the percentage of freshmen students who are on track to graduate as this has increased by 7.76% in the 2021-2022 school year as 82.1% of this year's ninth grade students are on track, compared to 74.34% of freshmen during the 2020-2021 school year. Action 1.5 (Teacher Librarians) and Action 1.6 (Instructional Materials) were effective actions supporting this goal as the District committed to providing each comprehensive high school with a full-time teacher librarian who supports student learning needs such as assisting and providing instruction to students so that they can learn research skills, select and maintain diverse literature and texts, operate a thriving library environment where students can study, and assist with the distribution of student Chromebooks and WiFi hotspots. In 2021-2022 the District aggressively sought out and purchased diverse literature and texts that would be challenging, interesting, and informative for a diverse student body. Action 1.7 (College Readiness Programs and Events) is an action that effectively helped to prepare students for college and positively affected metrics such as A-G completion, and the test preparation also helped students to be successful on the CAASPP ELA and Math as indicated by an increase in Mean Scaled Student Scores of 12.5 point in ELA and 23 points in Math in the 2021-2022 school year. College Fairs for all students, including participation in the Black College Expo, were an effective way to open post-secondary doors for students. Actions 1.8 (Newcomer EL Services) and 1.9 (Comprehensive EL Support) and 1.10 (Peer Mentors) were effective actions targeted to support the learning and academic achievement of English learners. The Newcomer program is an intensive support that helps students who are acquiring English literacy skills to successfully transition to their home school. Additionally, the District provided other specially trained staff, such as advisors, language assessors, and English language development teachers, and other support staff who worked with English learners using specialized instructional materials and tools designed to support their unique needs. Peer mentors, assigned to core classes during the freshman year supported learning and academic growth for

all students, particularly foster youth, English learners, and low-income students. Actions 1.11 (Curricular and Instructional Software and Platforms) and 1.12 (Instructional Devices, Support and Infrastructure) and 1.13 (Career Technical Education Programs) provided the infrastructure, technological tools, and experiences that allowed the District to prepare students to be productive citizens in an ever-changing society that expects them to be able to learn and work with technology. Many students in the District faced significant challenges and the District was and remains committed to providing effective supports and removing barriers to learning. Actions 1.14 (Outreach), 1.15 (Support for Students with Disabilities) provided extensive individualized services targeted for English learners, foster youth, and low-income students.

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.

Three new actions were added by the District to help in the attainment of this goal: Action 1.16 (Historically Black Colleges and Universities Visits), Action 1.17 (Enrichment Classes and Activities), and Action 1.18 (Community Day School). Action 1.16 (Historically Black Colleges and Universities Visits) and Action 1.17 (Enrichment Classes and Activities) were added as LCAP goals as the result of input by educational partners who advocated for providing mored varied and diverse college preparatory experiences, above and beyond the base educational program, for a diverse student body. Action 1.18 (Community Day School) was added as an LCAP Goal based on educational partner input that students enrolled in the Community Day School were facing increasingly complex educational barriers at home and at school.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Reflection Tool.	learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified with their content area.	traditional practices. Data will be collected in the 22-23 school year.			professional learning support and increase teacher's response by .1% annually.
Professional Learning Needs - Local Indicator Self-Reflection Tool.	In 2020-21, 52% of teachers indicated that the District was at Full Implementation of identifying the professional learning needs of teachers or staff as a whole.	In 2021-22, the self-reflective tool was not able to be administered to teachers in the traditional practices. Data will be collected in the 22-23 school year.			To maintain administration of locally-reported survey annually and increase teacher's response by .1% annually.
Standards-Based Grading Implementation	In 2020-21, 40 teachers implemented standards-based grading.	In 2021-22, 40 teachers implemented standards-based grading.			The District will increase percentage of teachers utilizing standards-based grading District-wide annually by 5%.
Social-Emotional Learning Training Opportunities	In 2020-21, the District offered 6 opportunities for teachers to learn about and implement social emotional learning.	In 2021-22, the District offered 22 opportunities for teachers to learn about and implement social emotional learning.			The District will increase number of opportunities provided annually by 1%
Diversification of Curriculum - Student Survey	In 2020-21, the District surveyed students and 67% said their culture and	In 2021-22, the District surveyed 10,000 students and 66.2% said their			The District will increase the percentage of students who say their

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	community are represented and valued in their classes, and 51% said they have read about their culture, identity, and/or community in their classes.	culture and community are represented and valued in their classes, and 58.1% said they have read about their culture, identity, and/or community in their classes.			culture and community are represented and valued in their classes, and who say they have read about their culture, identity, and/or community in their classes by 2% annually.
Professional Learning Opportunities to Support and Improve Instruction for English Learners	In 2020-21, the District provided 20 professional learning opportunities for teachers of English Learners.	In 2021-22, the District provided 26 professional learning opportunities for teachers of English Learners.			Increase number of opportunities provided annually by 1%.
California Assessment of Student Performance and Progress (CAASPP) ELA	The District's performance levels on English Language Arts was reported as GREEN on the Dashboard in 2019. • 2019 ELA Results - 38.4 Above Standard (+7) GREEN • 2019 ELA All Students - 32% Exceeded, 34% Met,	Most recent data: 2021 Performance on the CAASPP ELA % of students who Met or Exceeded Standards All Students - 68.48% EL - 15.24% SED - 62.97% The Mean Scaled Student Score improved 12.5 points in 2021 (2632.8 points)			The Districtwide achievement on ELA CAASPP will increase by 2 points above standard annually for all students and maintain a performance level of GREEN. • ELA Results - 40.4 Above Standard ELA All Students - 34% Exceeded, 34% Met, 20% Nearly, 14%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	20% Nearly, 14% Not • 2019 ELA EL- 1% Exceeded, 7% Met, 30% Nearly, 63% Not • 2019 ELA SED - 24% Exceeded, 35% Met, 24% Nearly, 17% Not *The 2020 administration of CAASPP was suspended due to the COVID-19 pandemic.	• 2021 ELA Results All Students Exceeded Standards - 35.97% Met Standards - 32.51% Nearly Met Standards - 20.03% Did Not Meet Standards - 11.49% • 2021 ELA Results EL Students Exceeded Standards - .95% Met Standards - 14.29% Nearly Met Standards - 37.14% Did Not Meet Standards - 47.62% • 2021 ELA Results SED Students Exceeded Standards - 28.60% Met Standards - 34.37% Nearly Met Standards - 23.70% Did Not Meet			Not • ELA EL- 3% Exceeded

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Standards - 13.34%			
CAASPP Math	The District's performance levels on math was reported as GREEN on the Dashboard. The average math score improved 5.9 points in 2019. • 2019 Math Results - 38.1 Below Standard (+5.9) GREEN • 2019 Math All Students - 15% Exceeded, 23% Met, 26% Nearly, 36 % Not • 2019 Math EL- 2% Exceeded, 4% Met, 11% Nearly, 83% Not • 2019 SED Math- 10% Exceeded, 20% Met,	Most recent data: 2021 Performance on the CAASPP Math % of students who Met or Exceeded Standards All Students - 44.46% EL - 17.76% SED - 37.13% The Mean Scaled Student Score improved 23 points in 2021 (2610.7 points) • 2021 Math Results All Students Exceeded Standards - 19.01% Met Standards - 25.45% Nearly Met Standards - 26.67% Did Not Meet Standards - 28.87% • 2021 Math Results EL Students			The District-wide achievement on MATH CAASPP will increase by 2 points above standard annually for all students and maintain a performance level of GREEN. • Math Results - 40.1 Above Standard • Math All Students - 17% Exceeded, 25% Met, 26% Nearly, 36% Not • Math EL - 4% Exceeded • Math SED - 12% Exceeded

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	27% Nearly, 43% Not *The 2020 administration of CAASPP was suspended due to the COVID-19 pandemic.	Exceeded Standards - 3.74% Met Standards - 14.02% Nearly Met Standards - 28.97% Did Not Meet Standards - 53.27% • 2021 Math Results SED Students Exceeded Standards - 13.52% Met Standards - 23.61% Nearly Met Standards - 28.76% Did Not Meet Standards - 34.10%			
Graduation Rate	2018-19 Graduation Rate Indicator on California School Dashboard ALL - 90.3% - YELLOW EL - 74.2% - ORANGE SED (LI) - 89.3% - GREEN SWD - 76.1% - YELLOW	Graduation Rate California School Dashboard Graduating Class of 2021 All - 87.8% EL - 70.0% SED - 85.8% SWD - 70.0% Afr. Amr.- 88.7% American Indian - 90% Asian - 94.5%			Graduation rates will increase annually by.1% for all student groups and/or achieve a GREEN (high) or BLUE (very high) performance level on the California School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Afr. Amr. - 89.8% - YELLOW American Indian - 90% - NPC Asian - 94% - GREEN Filipino - 100% - BLUE Hispanic - 89.2% - YELLOW Pacific Islander - 96.7% - NPC 2 or more - 96.7% - BLUE White - 90.4% - ORANGE Foster Youth - 84.2% GREEN Homeless - 83.9% - GREEN *The 2020 CA Dashboard was suspended due to the COVID-19 pandemic.	Filipino - 97.5% Hispanic - 85.8% Pacific Islander - 94.1% 2 or more - 91.2% White - 91.1% Foster Youth - 56.1% Homeless - 76.0%			
Suspension Rate	2018-19: The suspension rate increased to 5.3% as reported on the CA School Dashboard. Suspension Rate Indicator on California School Dashboard by student group:	The CA Dashboard did not report student outcomes for the Suspension Rate State Indicator. Most recent local suspension data: 2021-2022 total			The District will reduce suspension rate by .1% as reported on Dataquest. The District will decrease suspension rate annually and/or improve by one performance level for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Percentages reflect students who were suspended at least once.) ALL - ORANGE (5.3%) EL - ORANGE (7.3%) SED (LI) - ORANGE (6.2%) SWD - RED (9.8%) Afr. Amer. - RED (9.2%) American Indian - YELLOW (4.2%) Asian - BLUE (1.3%) Filipino - YELLOW (2.2%) Hispanic - ORANGE (5.6%) Pacific Islander - GREEN (4.4%) 2 or more - ORANGE (6.8%) White - YELLOW (3.8%) Foster Youth - ORANGE (20.8%) Homeless - ORANGE (7.1%) *The Dashboard was suspended in 2020	number of suspensions - 1996			each student group on the California School Dashboard.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Instructional Coaches (7)	Due to the COVID-19 pandemic, teachers will be challenged with adjusting their instruction to address learning loss, building community in the classroom, and implementing equitable grading practices as	$1,614,749.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students return to in-person instruction. Furthermore, the impact of the COVID-19 pandemic on unduplicated student groups learning and achievement was greater in comparison to their peers, in response, the District has expanded its team of instructional coaches to address the disparities of learning loss among low-income, English learners, and foster youth groups to support their transition to in-person instruction. The District's Executive Director of Instructional Development will work alongside the instructional coaches to provide professional learning workshops, one-on-one coaching, team support, and remain abreast of current research to provide comprehensive instructional support to teachers and staff for the purpose of providing effective instruction and improving unduplicated student's academic performance as measured by the CAASPP Math and ELA.		
2.2	ELD Coach, PD, Read 180, Accelerated English, ELD Achievement Team Collaboration	EL coach provides structured instructional and collaboration support for ELD, English Literacy 180, and Accelerated English teachers for the purpose of improving the academic supports and interventions provided to English Learners to improve their outcomes outlined in the CAASPP ELA, and the ELPAC.	$253,027.00	Yes
2.3	Induction Mentors (3 in 22-23)	Induction Mentors provide instructional support and mentorship for new teachers, interns, and pre-interns to develop the professional skills of Teacher Candidates, to assist them as they clear their credentials, and to provide them with classroom support and guidance. The mentorship provided focuses on effective classroom instruction, relationship building, and identifying student needs to support improved student outcomes on the CAASPP and on school climate and culture as measured by the locally administered school climate survey.	$489,569.00	No
2.4	PD: Content-Based Collaboration Teams, AP/Honors	The District will provide job-embedded professional learning opportunities for teachers centered on effective collaboration, differentiating instruction for honors/AP students, articulation, new	$180,648.00	No

Action #	Title	Description	Total Funds	Contributing
	Collaborations, Wednesday Workshops, Summer School, RtI, Feeder District Articulation, Induction PD	teacher mentorship, and utilizing technology to leverage innovative instruction. Additionally, the District will continue to support the implementation of Canvas and teachers' understanding of how best to use the platform for supporting student learning. In social science, the District will provide opportunities for teachers to better understand the State Seal of Civic Engagement and dedicated time and resources toward the development of a plan for implementation.		
2.5	Special Education Coach and Professional Learning Focused on Supporting Students with Diverse Learning Needs	The Special Education Instructional Coach will implement specialized professional learning for education specialists and paraprofessionals in the areas of interventions, learning supports, the collaboration model, and Universal Design for Learning (UDL) for the purpose of increasing academic supports and interventions for students with learning disabilities as measured by the inclusion rate, freshmen success rate, and the CAASPP ELA and Math.	$139,750.00	No
2.6	PD: Mentorship Program	The Instruction Division will provide professional learning to peer mentors and teachers of English Learners (EL) in math, science, and English in order to facilitate effectively incorporating peer mentors into the classroom for improved outcomes for ELs. Peer mentors will provide academic support in core academic classes to advance student achievement as measured by the a-g completion and graduation rate.	$24,017.00	Yes
2.7	Instructional Technology for Staff	The District provides quality, functional instructional technology to teachers and support staff to ensure that students receive effective instruction when technology plays a role in teaching and learning. Upgrades, maintenance, and repairs are completed in a timely manner to ensure there is no disruption to instruction by the Information Technology team.	$150,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.8	Equity/Anti-Bias/Anti-Racism and Curricular Diversification Professional Learning	The District's Instruction Division will provide comprehensive professional learning that addresses anti-racist and equity-focused instructional practices. Professional learning will focus on diversifying the curriculum, anti-bias training, and culturally responsive and sustaining pedagogical practices for the purpose of creating inclusive and supportive classrooms for unduplicated students to decrease the suspension rate, and to decrease disparities in unduplicated student outcomes as reflected in the a-g completion rate.	$75,000.00	No
2.9	Computer Science/Robotics	The District will provide professional learning to support computer science teachers and provide collaboration time for teachers creating curriculum and infusing the career readiness Technical, Career Exploration, Learning and Life Skills (TCELL) framework District-wide in order to expand opportunities for students to gain critical skills in computational and robotic thinking.	$10,000.00	No
2.10	Standards-Based Grading	The Instruction Division will provide teachers with professional learning and collaboration time to develop and align their curriculum and grading practices into a standards-based grading model to implement effective feedback and grading practices. The standards-based grading system helps to address the inequities that exist within grading practices that significantly impact the academic achievement of English learners, low-income, and foster youth students. The professional learning and collaboration time will provide teachers time to reflect and address these inequities to principally support the academic outcomes of English learners, low-income, and Foster Youth as evidenced by an increase in graduation rate and CAASPP ELA and Math performance.	$200,000.00	No
2.11	Social-Emotional Learning (SEL) Support and Implementation	Each campus will have up to five SEL site-based leaders whose primary role will be to develop curriculum and design professional learning opportunities for teachers at their site for the purpose of expanding SEL integration across the campus and cultivate a positive	$61,650.00	No

Action #	Title	Description	Total Funds	Contributing
		learning environment as measured by the school climate survey. The District will provide SEL workshops for teachers and paraprofessionals to continue to develop and implement SEL practices into their classrooms.		
2.12	Virtual Teaching Professional Learning	The Instruction Division will provide specialized professional learning for teachers who will be providing instruction virtually to improve teachers' understanding of effective online instruction and ensure students have rigorous and engaging instruction in this model.	$98,110.00	No
2.13	Ethnic Studies Course Development	The Instruction Division will provide collaboration and learning opportunities for teams of teachers to develop and implement ethnic studies courses on campuses across the District in accordance with the state legislature to ensure students are represented in the curriculum.	$22,500.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 2 is the District's commitment to providing professional learning to its certificated and paraprofessional staff; thus, this particular goal's success was substantially and adversely impacted by the consequences of the ongoing pandemic as it pertains to teacher mental wellbeing and substitute shortages felt across the state and country. The Distrcit prides itself on the ambitious and comprehensive approach to providing professional learning, but circumstances outside of the District's control impeded its capacity to meet the goals and actions outlined in this particular goal. Much of what constitutes funding for this goal is allocated toward paying for substitutes so that teachers can attend full day, job-embedded workshops that meet their needs. With the substitute shortage crisis, the District was not able to offer the substantial number of professional learning opportunities it had originally planned. This shortage forced the individuals responsible for providing professional learning to get creative in how and when professional learning could be offered, for instance, an increase in the number of teachers attending after-school and Saturday morning workshops when the District does not traditionally offer opportunities at those times. However, additionally, the District listened to teachers when they also expressed that the challenges of the last two years had left them exhausted and overwhelmed and not as willing to attend professional learning. The District surveyed its teachers at the end of the 2022 school year and 37.3% indicated that they did not attend any professional learning, whereas only 10.1% reported not attending in the 2020-

21 school year. When asked why they did not attend, over 42% of those who did not attend indicated that "[the professional learning opportunities] were not offered at a time conducive to my schedule" and 26% indicated that the "timing of after school sessions made learning difficult."

Teachers further indicated that online learning was difficult after a full day of teaching, that after-school opportunities conflicted with teachers teaching 7th and 8th period courses which paid teachers a substantially higher rate, and that the overwhelming nature of the prior two years had left them exhausted and unable to focus on growing as opposed to surviving.

The feedback from teachers is reflected in the planned allocation for specific initiatives that teachers had initially expressed a desire to have provided but the District was not able to provide for teachers because of the issues stated above. For example, professional learning activities outlined in Goals 2.8, 2.9, 2.10 and 2.13 were significantly under-provided as these goals were tied to specific types of learning teachers felt they could not attend and that the district felt could not be provided in the meaningful and thoughtful way that the work requires. 2.10, for instance, was a goal tied to supporting teachers in standards-based grading, and yet the district could not provide ongoing and deep training for any new teachers to begin the work, nor did the teachers who had committed the prior year have the opportunity to engage in ongoing collaborative work around the concept due to a lack of substitutes.

However, Goal 2.11, the goal tied to providing social emotional learning training to teachers was enthusiastically attended by the teachers committed to developing their practice to better support students, and for this reason, the District was able to offer sixteen more professional learning opportunities for teachers during the 2021-2022 school year in SEL (increased to 22 from 6 in 2020-2021). Additionally, the District was able to provide six more professional learning activities to help staff support EL students during the 2021-2022 school year (increased from 20 in 2020-2021 to 26 professional learning activities in 2021-2022). The District was also able to provide a week-long series of professional learning to teachers in the week prior to the start of school that provided learning for hundreds of teachers.

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.

Action 2.2 included fewer professional learning opportunities than anticipated, resulting in a decreased cost. Action 2.5 included additional supports provided, resulting in an increased cost. Actions 2.8 and 2.9 included fewer professional learning opportunities than anticipated, resulting in a decreased cost. Action 2.12 included more professional learning opportunities than anticipated, resulting in an increased cost. Action 2.13 included fewer professional learning opportunities than anticipated, resulting in a decreased cost.

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

Specifically, Actions 2.4, 2.8, and 2.11 were areas of focus that were effective despite the challenging circumstances of 2021-22. Goal 2.4 was able to be effectively implemented because when the District did have sufficient sub coverage, the District prioritized Induction teachers and team collaborations on each site. The District was able to provide instructional support to Induction teachers through workshops, collaboration time and veteran teacher observations. Goal 2.8, the goal tied to equity, was effectively implemented as part of an ongoing

after-school equity series of professional learning which allowed the District to continue to support teachers as they navigated the complex political and social challenges they confronted in their classrooms. The District focused on providing opportunities which supported teachers' capacity to support constructive conversations in the classroom, diversify the literature studies in courses, and how to positively and constructively respond to parents. Finally, Goal 2.11, the goal tied to providing professional learning on SEL strategies, resonated with teachers looking to provide the social and emotional targeted learning supports they recognized as a need in students. These professional learning opportunities were most in-demand during Friday morning collaborations and in after-school virtual settings, leading to an increase in the number of trainings in this area that the District was able to offer (increase of 16 professional learning opportunities).

Actions 2.1, 2.2, 2.3, and 2.5 were also effective as those actions are tied to providing the instructional coaching team as a support to teachers. Even though there was a sharp decline in the percentage of teachers who reported an overall satisfaction rate for the quality of the professional learning provided (decrease of 26.4%), there were many positive anecdotal comments about the effectiveness of the instructional coaches who continue to play a vital role in providing instructional support to teachers, from Induction through specialized support for teachers of students with special learning needs and English Learners. While they were not able to provide more formalized full day, job-embedded workshops they were accustomed to providing, they found creative ways of meeting teachers during their preps and in alternative settings. Action 2.6 was effectively implemented during the 2021-2022 school year as the District offered 44 learning opportunities for teachers and mentors on the implementation of mentors in the classroom and on supporting mentors in their professional growth as it pertains to strategies that support student learning. Action 2.7 was effectively implemented during the 2021-22 school year as the District continued to provide ongoing technology support and resources for classrooms in response to teacher requests assessed through multiple years of LCAP planning. the District added additional technology support staff and also utilized one-time federal funds to replace desktop computers and data projectors for all teachers. Through these efforts, The District both reduced the time required to respond to teacher help requests and reduced the need for technical support. All teachers were surveyed about specific technology requests and provided additional support equipment. An open-ended survey provided an opportunity to express other technology-related instructional needs. Information Services Department received and acted on responses from 658 teachers.

The District was only partially effective at implementing Actions 2.9, 2.10, 2.12, and 2.13. The District was only able to provide a limited number of opportunities for teaches to collaborate around computer science and robotics, as described in Action 2.9, due to lack of teacher enthusiasm and capacity in response to the shifting earning environments over the last two years. However, the District did focus on revising and updating its computer competency assessment – a team from across the District convened multiple times to modernize the assessment and integrate integral components around computer science. The effectiveness of implementing Action 2.10 was limited due to the shortage of substitute teachers needed to provide release time for teachers to collaborate or attend training. Due to these shortages, a limited number of collaboration sessions and trainings were offered. The effectiveness of implementing Action 2.12 was limited in scope by the relatively small number of students who were engaged in the remote learning through the District's independent study program. Only 3% of students opted to participate in the independent study program with 97% choosing to come to campus for in-person learning. To support teachers of students who opted to remain home and commit to remote learning, the District provide professional learning opportunities to teachers on effective virtual teaching and on the online curriculum used for these students. In 20-21, 39% of teachers articulated this as a professional learning priority. In 21-22, 0% of teachers completing the survey indicated this as a priority; thus, the District can conclude that this action is no longer as vital as it was once deemed to be. While Action 2.13 remains a priority, particularly in light of the new requirement that Ethnic Studies be a graduation requirement, the District was only able to provide 5 sessions for teachers to collaborate to discuss and develop the

Ethnic Studies curriculum. However, this will remain a dedicated area of support and the District anticipates a significant increase in focus pertaining to this goal in the 2022-2023 school year.

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.

Due to our inability to fully implement the actions and services outlined in 2021-22, the District has decided to continue with the planned actions and services to get more accurate and informative data that would alter the direction or scope moving forward. There is a decrease in the funding allocated to Goal 2.10 due to a lack of growth in this past year, but not a significant one as the District works to implement the planned actions and services. Finally, based upon student survey data gathered in regard to the District's diversification of curriculum initiative and staff feedback gathered from a number of sources, the District determined that the indicated areas of need continued to align with teachers' and students' articulated needs.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Homeless - ORANGE (7.1%) *The Dashboard was suspended in 2020				
School Climate Survey	The District will focus on two foundational questions for this metric: • "I feel safe at this school." • 20% of students strongly agree with this statement • 70% of students agree with this statement • "My teachers care about me." • 19% of students strongly agree with this statement	School Climate Survey (Administered June 2022) The District will focus on two foundational questions for this metric: • "I feel safe at this school." • 15.34% of students strongly agree with this statement • 72.50% of students agree with this statement • "My teachers care about me." • 17.12% of students strongly			The District will increase the overall affirming statements (strongly agree and agree) by.1% annually. The District will annually review the results of the school climate survey to maintain and/or expand services based on student needs.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• 67% of students agree with this statement *The data reflected here is from the 2018-2019 school year. Due to the school closures as a result of the COVID-19 pandemic, this survey was not administered in the 20-21 school year. The District will need to re-develop a school climate survey to accurately identify student needs upon the return to in-person instruction.	agree with this statement • 69.75% of students agree with this statement			
Attendance Rate	2019-2020: (data collected through March 8, 2020, prior to school closures due to COVID-19 Pandemic) Attendance Rate - 96.29% *In 2020-2021, attendance rate data	2021-2022: (local data collected through Month 10) Attendance Rate - 91%			The District will increase student attendance rate by .1% annually.

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Executive Director of Equity and Inclusion	The role of the District's Executive Director of Equity and Inclusion is to ensure that low-income, foster youth, and English learner student groups have equitable access to programs and services to improve the performance level as reflected on the CA School Dashboard in the areas of academic performance and conditions and climate as measured by the suspension rate. The Executive Director of Equity and Inclusion will establish and work collaboratively with a Student Diversification Task Force to promote a positive school climate, will ensure the Anti-Racist Equity Resolution is adhered to and the actions outlined in the resolution are carried out, and establish an African American Parent Advisory Council (AAPAC) at every comprehensive high school and the Alternative Education Center within the District to promote family engagement and work in partnership to address the achievement disparities among unduplicated student groups.	$74,937.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Home-to-School Transportation	The District's Transportation Department provides home-to-school transportation principally directed for unduplicated students who live in specified areas to ensure they can attend school daily and have access to in-person instruction thus improving the student attendance rate.	$2,174,039.00	Yes
3.3	Health and Safety	The District will provide training to all safety and health personnel in the areas of social-emotional learning, mental health, restorative justice, and cultural proficiency to maintain students' physical and psychological safety. This training will equip the safety and health personnel with the strategies and skills to intervene, redirect, and de-escalate student behaviors in an effort to reduce the suspension rate.	$32,729.00	No
3.4	Foster Youth and SED (LI) Student Outreach Support	The District will provide support education and resources for foster youth and socio-economically disadvantaged students. The District employs three Outreach Consultants to provide ongoing mentoring services for these students and ensure foster youth and low-income students have access to the academic resources and essential resources they need to be successful in school. The Outreach Consultants also monitor student progress towards graduation and implement interventions along with school site staff to improve attendance rates.	$454,665.00	Yes
3.5	Site Administrative Support	The District employs Assistant Principals of Achievement (APAs) to provide services that help foster youth and socio-economically disadvantaged students and families. APAs monitor student progress, lead Response to Intervention committees on each campus, and meet with students, families, and site staff to determine services and/or interventions that support unduplicated students' academic success as measured by the graduation rate and a-g completion. The APAs work with foster youth mentorship programs to ensure foster students have the appropriate supports in place to promote their academic success.	$4,420,276.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Additionally, they work with the District Outreach services department to connect low-income students to essential resources to ensure student well-being and monitor students' academic progress. The District also employs an Administrative Intern at each comprehensive high school to foster and monitor student growth and provide administrative support.		
3.6	Mental Health Services for Students	The District will maintain while attempting to expand, mental health services based on need as determined by the annual school climate survey results to support students. The District offers services through Marriage and Family Therapy (MFT) associates (12), trainees (24), and classified Behavioral Assistants, School Psychologists (4) available to principally support unduplicated students, and Community Health Education Workers (CHEW) at four sites to support primarily unduplicated students and families seeking mental health services. The MFT staff provides training to all faculty in suicide prevention. They also form crisis teams that report to schools when an incident requires the need for enhanced mental health services. The District will continue to provide comprehensive counseling support. The District committed to the across the District to ensure unduplicated students have access to high-quality counseling services.	$7,010,443.00	Yes
3.7	Special Programs Support and Counseling Services	The District will provide program support services for all student populations. This includes funding for a special education director, instructional assistants, and clerical support to provide assistance and support for students with disabilities, especially to help them be successful as they are included in the general education programs. The District provides textbooks and instructional materials that support all student populations. Additionally, the District provides all sites with the materials required to ensure students with disabilities are appropriately assessed for accommodations and modifications using Woodcock-Johnson Reading Assessment (WJR), and Behavior Assessment System for Children (BASC).	$606,035.00	No

Action #	Title	Description	Total Funds	Contributing
3.8	Foster Youth Mentorship Services	The District will provide increased services at all school sites that offer leadership development, one-on-one, and group mentoring for Foster Youth, Homeless students, and Unaccompanied youth, through the California Youth Connection and the SB County Family Services Department. These will also be provided with additional educational opportunities including field trips to local colleges, universities, and museums to improve the a-g completion rate, reduce the suspension rate of these student groups and improve their attendance rate. Furthermore, the District will sponsor an evening with a motivational speaker, food, and recognition awards during the holidays that provide foster youth with a positive experience.	$65,000.00	Yes
3.9	Facilities Improvement and Maintenance	The District strives to continue to maintain or improve facilities to exemplary levels by supporting a full-time Maintenance department that responds to all needs of each site to ensure that all facilities remain safe, functional, and in good repair. The District will hire additional custodians to provide increased custodial services at schools that serve a high number of unduplicated students.	$10,198,674.00	No
3.10	Teacher Caseloads	The District works to maintain teacher caseloads to increase engagement as appropriate in collaboration with associations to provide the best possible classroom scenarios for unduplicated students and teachers. Maintaining teacher caseloads increases the ability of the teacher to provide targeted academic support to low-income, foster youth, and English learners and build strong relationships to further support their learning and improve their academic performance on the CAASPP in ELA and Math and improve the attendance rate.	$2,608,463.00	Yes
3.11	Services to Promote Social-Emotional Well-Being	The District will provide ongoing staff training in Positive Behavioral Interventions and Supports (PBIS), Social-Emotional Learning (SEL), Cultural Proficiency (Anti-Defamation League), and Restorative	$509,750.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Justice to improve the school climate and reduce the suspension rate of unduplicated students. The District will continue to support increased access to mental health, wellness, and preventative support programs through the support of Peer Counseling programs, mental health fairs, Tier II therapy services, professional development, parent engagement opportunities focusing on student social-emotional well-being, and strong partnerships with local colleges, universities, and organizations that principally yield benefits for unduplicated student groups. The COVID-19 pandemic significantly impacted low-income, foster youth, and English learners, and the District is committed to ensuring they have access to supports that will support their reintegration to campus.		
3.12	Behavior Intervention Specialists	The District will contract with a local social service agency to provide specially trained staff to collaborate with District staff to support student mental health and the coordination of resources, especially for traditionally underrepresented students significantly impacted by the COVID-19 pandemic. The District is committed to ensuring these students have access to supports that will support their reintegration to campus. Behavioral Intervention Specialists will provide interventions for students who are experiencing both episodic challenges and more complex situations including anger management, substance use, grief and loss, self-esteem, defiance, and motivation.	$1,500,000.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Creating a safe and caring environment for students and staff was a priority for the District before the pandemic, but the impact of COVID-19 validated the importance of this goal.The goal is comprehensive and focuses on the mental, emotional, and physical wellbeing of students while also addressing the school climate and facilities. Although the school year was marked by a return to in-person learning, the multiple spikes in the COVID-19 infection rates and subsequent quarantine periods for students and staff resulted in inconsistencies and unanticipated challenges. Because of this, school and District staff were forced to provide services both in-person and virtually often depending on individual student situations. Mental health as well as diversity, equity, inclusion, and access were at the forefront of this goal

and inconsistent student behavior, especially during the first semester as students returned to school after approximately a year and a half of distance learning making for a challenging climate. Responding to alarming student behaviors, as indicated by the high number of suspensions (locally-collected data indicate 1,919 student suspensions in 2021-2022) and articulated needs from educational partners, the District addition of an administrative intern at each site (Action 3.5) and behavior intervention specialists at each site (Action 3.12) provided support and assistance in these endeavors. Action 3.11 was not able to be fully and effectively implemented as many planned professional learning activities for staff were not able to be held due to a shortage of substitutes and fewer staff willing to participate in professional learning activities after feeling overwhelmed from the effects of the pandemic.

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.

Action 3.2 reflects a lower overall cost for services provided. Action 3.7 included lower personnel costs than anticipated, resulting in a overall decrease. Action 3.10 included additional staffing to maintain overall lower caseload, resulting in an overall increase. Action 3.11 included fewer services than anticipated, resulting in an overall decrease.

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

The Executive Director of Equity and Inclusion played a key role in helping to effectively implement Action 3.1 and ensure that equity actions and goals, embedded in the Anti-Racist Equity Resolution were implemented. The District was able to form a CARES Committee (Committee on Accountability Responsiveness and Equitable Solutions), comprised of staff from every school, who worked collaboratively, and with students and parents, to create intentionally equitable learning environments, as evidenced by the School Climate Survey responses that indicate 86.9% of students feel safe at school and 84.7% of students surveyed indicate they feel their teachers care about them. Specialized staff, who targeted unduplicated students and provided needed support, such as outreach staff, assistant principals of achievement, administrative interns, community health education workers, and behavior intervention specialists helped to ensure that Actions 3.3, 3.4, 3.5, 3.6, and 3.12 had a positive impact on students and on campus climate as evidenced by a 2021 Graduation Rate of 87.8% for all students, and although this represents a 2.5% decline Districtwide it is 1% higher than the Statewide percentage of 86.8%. Actions 3.6, 3.7, and 3.8 effectively provided counseling, therapeutic services, and mentoring services to unduplicated students. Physical safety of students was prioritized through the effective implementation of Actions 3.2 ensuring that unduplicated students could safely and consistently be transported to and from school, and Action 3.9 ensuring that the physical campuses are clean, well-maintained, and safe for student use, as evidenced by an Exemplary rating of District facilities using the Facilities Inspection Tool. The District placed a high value on positive relationships and Action 3.10 better allowed teachers and students to cultivate positive relationships built on the establishment of trust and respect by keeping class sizes manageable. Action 3.11 effectively provides ongoing training and services, including instructional endeavors, such as peer counseling and social emotional learning that helped students build skills that better enabled them to advocate for themselves and monitor and control their own emotions.

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.

Because of the challenges related to COVID-19, the return to in-person learning, and a shortage of substitute teachers and other staff, the District was not able to implement all of the professional development, trainings, and workshops that it had planned in Action 3.11. This involved and negatively impacted students, staff, and parents as indicated by the high number of suspensions (1,919 student suspensions in 2021-2022) and expulsions (50 student expulsions in 2021-2022). This coming year, the District plans to provide, in Action 3.11, additional professional learning for staff and trainings and workshops for students and parents in areas such as self-care, mental health, social emotional learning, positive behavioral interventions and supports, restorative justice, diversity, equity, inclusion, and access. Additionally, the District added an Administrative Intern (Action 3.5) and Behavior Intervention Specialists (Action 3.12) at each site midyear and plans to continue to provide these staff at each site during the 2022-2023 school year.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					1% annually (approx. 5564).
ESL Classes	In 2020-21, 257 parents were enrolled in these classes. 185 completed the courses to achieve a 72% persistence rate.	208 parents were enrolled in these classes. 148 completed the courses to achieve a 71% persistence rate. Additionally, another 163 parents were enrolled in high school diploma classes. 132 completed courses to achieve a 80% persistence rate.			The District will achieve an 80% persistence rate.
African American Parent Advisory Councils (AAPAC)	In the 2020-21 school year, two councils have been established at LOHS and RCHS.	In the 2021-2022 school year, four councils have been established at the following four schools: ALHS, EHS, LOHS, and RCHS.			The District will have established AAPACs at each comprehensive high school within the District.
Parent Technology Applications: • Aeries	In 2020-21,16,422 (68%) of CJUHSD parents have Aeries Parent Portal Accounts.	In 2021-2022,18,884 (79.96%) of CJUHSD parents have Aeries Parent Portal/Parent Square Accounts.			The District will increase parent registrations in technology applications by .1% annually. • Aeries (68.3%)

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Aeries SIS	The District will provide the functionality of an Aeries student information system housed in a secure network to staff, students, and parents to facilitate the management of student records, academic progress monitoring, and student attendance data.	$91,284.00	No
4.2	Director of Community Relations	The District retains the services of a Director of Community Relations to work collectively with site staff and educational partners to establish partnerships and provide family and community engagement opportunities in the areas of instructional technology, social-emotional learning, and the education system to support student achievement as measured by graduation rate. The Director of Community Relations will principally direct her services to connect parents of unduplicated students to site staff and District services to support unduplicated students' academic success and wellness.	$122,599.00	Yes
4.3	Community Workshops	The District partners with an array of community and county organizations to provide workshops, training opportunities, leadership development, and adult education to families and parents of unduplicated students of the District. Workshops centered on social-emotional learning, the CA school's system, and existing supports for students within each school site will be offered to the parents of unduplicated students to build a partnership between the school site and parents to work collectively to support student achievement as demonstrated by the graduation rate. The Director of Community Relations and the Assistant Superintendent of Alternative Instruction also work with District counseling staff to develop and provide ongoing parent education and informational workshop opportunities to support and inform parents about the resources available for students and families to promote student success.	$136,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.4	Interpretation Services	The District retains services with Language Line, to expand its interpretation services, above and beyond the bilingual support staff available to assist with translation at each site. Language Line provides real-time translation services and helps to remove existing language barriers. This service allows parents of English learners, parents or guardians whose primary language is something other than English, and site personnel to work collaboratively to achieve positive outcomes for all students and increase student attendance rates, and parent participation on committees.	$41,945.00	Yes
4.5	Family and Community Engagement	Under the direction of the Director of Community Relations, a District Family and Community Engagement (FACE) Team principally made up of parents of unduplicated students to include members of the District English Language Advisory Committee will be formulated to participate in county and national training to strengthen the relationships between the parents of the unduplicated student community and their respective schools. In collaboration with the FACE Team, the Director of Community Relations will implement a District Parent Summit that will allow parents of unduplicated students to connect with District personnel and its programs to improve their student's achievement as measured by the graduation rate and equip parents with the tools they need to act as a champion for their students. By building capacity, demonstrating leadership, allocating resources, monitoring progress, and ensuring access and equity, the FACE Team will foster strong school-community relations across the District.	$3,000.00	Yes
4.6	Communication Tool	The District will provide a tool for staff, students, and parents to communicate effectively with one another. The implementation of this platform will help to remove barriers to communication and improve the ability to monitor student progress for parents of English learners, foster youth, and low-income students thus improving the graduation rate. Parent training will be provided to the parents of unduplicated pupils to support this implementation and ensure they can access this	$226,248.00	Yes

Action #	Title	Description	Total Funds	Contributing
		platform successfully. This tool will be monitored and managed by the District's Ed Tech Specialist to ensure the platform is working efficiently and principally assist the parents of unduplicated pupils with registration for the platform, and work alongside the Director of Community Relations to provide parent training.		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Although the 2021-2022 school year was a difficult year for District students and staff, the school environment remained pleasant and positive due to diligent efforts from school and District staff to maintain positive rapport and communication with educational partners. Many of the collaborative meetings, events, and activities that would have traditionally been conducted in-person, related to Action 4.3, because of the effects of COVID-19, were instead held virtually. The District also also implemented two new strategies for engaging and communicating with educational partners. First, the District developed a Family and Community Engagement (FACE) Team (Action 4.5), comprised of representatives from all schools who are collaborating and learning with one another in order to build capacity, demonstrate leadership, allocate resources, monitor progress, and ensure access and equity. The FACE Team fosters strong school-community relations across the District. Secondly, the District initiated Aeries ParentSquare, a communication tool that provides more efficient communication between schools and families, especially those who traditionally encounter communication barriers such as parents/guardians of English learners, foster youth, or low-income families.

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.

Action 4.4 included additional services than anticipated, resulting in an overall cost increase. Action 4.5 included additional training than anticipated, resulting in an overall increased cost.

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

Action 4.1: The Aeries student information system is an invaluable tool to manage student records, progress, and attendance. The District has utilized Aeries since 2001, but just this year added Aeries ParentSquare (Action 4.6) which allows for even more effective communication as it allows the District to effectively access student data to improve school to home communication as indicated that in 2021-2022 79.96% of District parent have activated Aeries Parent Portal/ParentSquare accounts. The Director of Community Relations (Action 4.2) has been very effective in facilitating positive communication with the District's educational partners. She has been able to work collaboratively with parents and community organizations to organize and lead community workshops, trainings, and meetings that have empowered our educational

partners (Action 4.3) as evidenced by 1,607 District parents who participated in school/District committees and 4,762 District parents who have participated in advanced training opportunities. She also serves as an assistant principal at the Chaffey Adult School and has leveraged those personal and professional connections and relationships to increase parent participation in Adult School ESL and High School Diploma classes. As noted above, 208 District parents enrolled in ESL classes at the Adult School with 148 completing (71% Persistence Rate). Additionally, 163 District parents enrolled in High School Diploma courses at the Adult School with 132 completing courses (80% Persistence Rate). The Director of Community Relations recruited, trained with, and leads the District FACE Team (Action 4.5) which works to equip parents from all District schools with the tools they need to act as a champion for their students. Action 4.4 has enabled the District to effectively communicate with over 250 parents in multiple languages and has been particularly helpful in providing an interpretation tool to reach parents who speak languages that the District is not able to translate. As ensuring that all graduates are ready for colleges and careers is the District's primary mission, it became very important for the District to utilize new communication tools and strategies when the COVID-19 virus made it impractical or impossible to rely on traditional methods of communication. Tools such as Language Line that allows immediate access to a translator in over 240 languages and Aeries ParentSquare that allows immediate and effective communication with individual students and parents as well as groups of students and parents helped the District to overcome obstacles exacerbated by the spread of COVID-19. The advent of the FACE Team, still in its infancy, allows for more personal, consistent, and assertive communication techniques and strategies and empowers staff and educational partners to be active collaborators.

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.

At this time, there are no anticipated changes to Goal 4 that will take place or be documented in the 2022-2023 LCAP.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Fiscal Oversight Staff	The Assistant Superintendent of Business works collaboratively with the personnel department support staff to ensure fiscal solvency and effective fiscal planning to support student programs and services essential to improving student achievement.	$564,109.00	No
5.2	Trainings and Workshops	Fiscal oversight staff and personnel staff will attend professional workshops and conferences on current budget issues and topics to	$4,000.00	No

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

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The Assistant Superintendent of Business worked collaboratively with staff to ensure fiscal solvency and effective fiscal planning to support student programs and services essential to improving student achievement. Appropriate staff received training and direction on current budget issues and topics to help ensure efficient utilization of funds. The District received two positive certifications for its fiscal services during the 2021-2022 school year.

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

No material differences were noted.

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

Action 5.1: The 2021-2022 collaborative fiscal process was effective, although unique, because of the many challenges related to COVID-19 and the return to in-person instruction for students and staff. Additional and targeted funding sources were utilized to respond to the needs of students and staff as well as to ensure District facilities were safe and that appropriate personal protective equipment was available for students and staff. Action 5.2: The District was effectively able to provide and/or send fiscal and personnel services staff for additional training and instruction to ensure that funds were spent appropriately and that prudent, cost-saving measures were implemented. Action 3: The District received positive fiscal certifications at the first interim and then again at second interim reporting period.

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 were noted.

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 [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$42,926,743	$2,802,777

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
17.46%	0.00%	$0.00	17.46%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

CJUHSD prioritized the needs of unduplicated students first in the development of the 2022-2023 LCAP and has developed a variety of programs and supports specifically for English learners (EL), low-income (LI), and foster youth (FY). The programs being described below will be provided on an LEA-wide, Districtwide, or school-wide basis based on the needs, conditions, and circumstances site to site or Districtwide and robust educational partner input. The District will also continue its services and programs that are aligned with LCAP goals that effectively serve all unduplicated students in areas such as intervention and counseling, recruitment and retention of quality teachers, RtI administrative support, and school climate. The District continues to assess student progress and needs by examining data, reviewing results from educational partner surveys, engaging with all educational partner groups, and analyzing budgetary information to ensure that the actions outlined below are the most effective use of funds. By working collectively with educational partners across the District, the best decisions that benefit students can be made to close the achievement gap and improve unduplicated student outcomes.

Academic Supports and Interventions (Actions: 1.3, 1.4, 1.5, 1.11, 1.12 1.17, 1.18, 2.1, 2.6, 3.5, 3.10):

Needs Conditions and Circumstances:

The 2021 CA Dashboard demonstrates the underperformance of EL and SED students on the CAASPP ELA as 68.48% of All Students Met/Exceeded Standards in 2021 while 15.24 % of EL students Met or Exceeded Standards and 62.97% of SED students Met or Exceeded Standards. Likewise, the CA Dashboard demonstrates the underperformance of EL and SED students on the CAASPP Math as 44.46% of All Students Met/Exceeded Standards in 2021 while 17.76% of EL students Met or Exceeded Standards and 37.13% of SED students Met or Exceeded Standards. These groups have historically underperformed in comparison to their peers on the CAASPP. The District will employ library staff to support the implementation of instructional technology to provide increased access to instructional resources and collaborate with teachers to integrate instructional resources that provide targeted academic support to improve student literacy as measured by the CAASPP. Through site LCAP discussions held, educational partners (including parents of unduplicated students) indicated that providing before and after-school academic support and access for students in school libraries was an area of need upon students' return to in-person instruction. Research shows that full-time librarians are effective in supporting the academic achievement of English learners and underperforming students. Lance and Kachel (2018) cite a Pennsylvania study conducted in 2012, which demonstrates that nearly 8% more students scored Advanced on a reading assessment in schools with a full-time librarian than in schools without. “Reading and writing scores tend to be higher for all students who have a full-time certified librarian, and when it comes to reading, students in at-risk subgroups tend to benefit more than all students combined” (pg.2). Additionally, library staff hosts before and after-school tutoring programs which provide a safe space for students to study, conduct research, and access instructional technology support. In the Chaffey District, the teacher librarians continue to play a significant role in the development of literacy programs, the implementation of high-interest diverse literature programs that increase adolescent reading, and the development of various media literacy instructional programs and resources on each campus as outlined in action 1.5. (Lance, Keith Curry, and Debra E. Kachel. “Why School Librarians Matter: What Years of Research Tell Us.” Phi Delta Kappan, vol. 99, no. 7, 2018, pp. 15–20., doi:10.1177/0031721718767854.)

The District has expanded the Instructional Coaching team and remains committed to supporting excellent teaching. The District will continue this commitment to work directly with the teaching and instructional support staff to improve the academic performance of EL, and LI students by equipping teachers with effective instructional strategies to mitigate learning loss and implement equitable grading practices in response to the impact that the COVID-19 pandemic had on student learning, as outlined in Action 2.1. The District also maintains a team of Assistant Principals of Achievement (APA) primarily focused on improving student performance on local data metrics such as A-G and Freshmen Success. APAs principally work collaboratively with unduplicated students’ teachers, parents, and counselors to provide targeted academic support and intervention in the form of progress monitoring, additional opportunities for academic remediation, and tutoring in an effort to increase students’ achievement, as measured by A-G completion rate. In 2020-2021, 69.0% of all CJUHSD students completed A-G requirements District-wide, 64.4% of which were low-income, 30.7% EL, and 12% FY. 2022 A-G Completion estimates are encouraging but still highly volatile as many students are remediating grades and credits during the 2022 summer school session. APAs work to develop Response to Intervention strategies to increase the A-G completion rate of unduplicated student groups and address the disparity demonstrated via the data above as outlined in action 3.5. Midway through the 2021-2022 school year, the District hired eight Administrative Interns who provide additional administrative assistance and support on all eight comprehensive high school campuses. The District will continue its commitment to providing support for students and staff by continuing to provide Administrative Interns during the 2022-2023 school year.

The District has developed actions that directly support EL, LI, and FY student achievement that include: increasing academic support and intervention programs (additional ELA and Math intervention classes, Saturday school opportunities, tutoring, and A-G recovery courses, enrichment classes and activities, and Community Day School) to improve EL and FY academic performance on the CAASPP as outlined in action 1.3, 1.17, and 1.18. To support students during in-person instruction, the District will maintain teacher caseloads to increase teachers' ability to provide targeted academic support to low-income, foster youth, and English learners and build strong relationships to further support their learning as outlined in action 3.10. Additionally, the District will provide effective, evidence-based professional learning opportunities to both teachers and peer mentors to facilitate quality collaboration and instruction for EL students in Math, Science and English courses as outlined in action 2.6. To increase EL, FY, and SED A-G completion rate and Graduation rate by 1% annually, the District is committed to ensuring access to standards-aligned, high-quality instructional resources and support by providing a Chromebook to all students, investing in curricular and instructional software platforms, providing professional development to teachers in the areas of standards-based grading, equity, and social-emotional learning, and expanding its instructional coaching team to support effective classroom instruction and improve student outcomes on the CA Dashboard as outlined in actions 1.4, 1.11, 1.12, and 2.1.

The continuation of these actions were determined by their past effectiveness showing an increase in Distance From Standard across some unduplicated students groups on the CAASPP. Additionally, even with recent declines, the A-G completion rate and the graduation rate have increased among all unduplicated student groups since 2016. The graduation rate for FY and LI student groups has also increased since 2019 by more than 5% combined. The effectiveness of these actions will be measured by future student performance on CAASPP ELA and Math, the graduation rate per the CA School Dashboard, and locally collected A-G completion rate data and freshman on-track data.

College and Career Readiness (Actions: 1.1, 1.7, 1.13, 1.16):

Needs Conditions and Circumstances:

The 2021 CA Dashboard does not report student outcomes for the College and Career Indicator at this time, but it is expected to during the 2022-2023 school year. The 2019 California Dashboard demonstrates a disparity between unduplicated student groups (LI-Yellow Performance Level, EL-Orange Performance Level, and FY-Orange Performance Level) and their peers (All Students-Yellow Performance Level) on the College and Career Indicator. Similar gaps exist between unduplicated student performance on the CAASPP. Recent CAASPP scores demonstrate the underperformance of EL and SED students on the CAASPP ELA as 68.48% of All Students Met/Exceeded Standards in 2021 while 15.24 % of EL students Met or Exceeded Standards and 62.97% of SED students Met or Exceeded Standards. Likewise, recent CAASPP scores demonstrate the underperformance of EL and SED students on the CAASPP Math as 44.46% of All Students Met/Exceeded Standards in 2021 while 17.76% of EL students Met or Exceeded Standards and 37.13% of SED students Met or Exceeded Standards. Similar gaps exist between unduplicated students and their peers in A-G completion rate as well, as locally collected data in 2021 indicate a completion percentage of 69% for All Students and 30.7% for EL students and 64.4% for SED students. In an effort to

increase the college and career readiness of unduplicated student groups, to be substantiated by data on the 2022 CA Dashboard, the District will increase the enrollment of unduplicated student groups in Career Technical Education Programs, and provide opportunities to participate in career exploration experiences, internships, and certification programs. The District will also ensure equitable access to college readiness programs, such as Advanced Placement Courses and Exams, and Scholastic Assessment Test preparation programs as outlined in actions 1.7 and 1.13. The District will continue to support the AVID program to schools District-wide to provide academic support through the AVID program and the integration of AVID instructional strategies across content areas at multiple school sites as outlined in action 1.1. Additionally, the District will increase access and exposure to colleges and universities by providing funding and staff to accompany District students to visit, tour, and learn about the opportunities available to them at Historically Black Colleges and Universities (Action 1.16).

The continuation of these actions were determined by their past effectiveness showing an increase of unduplicated students who were placed in the "Prepared" level on the last reported CA Dashboard College/Career Indicator. The effectiveness of these actions will be measured by future student performance on the College and Career Indicator per the CA School Dashboard and CAASPP scores; the 2022 CAASPP scores have not been released at the time of this writing but preliminary locally-collected data indicates that the percent of 2022 freshmen on track to graduate increased by 7.76% when compared to the 2021 freshman class.

School Climate and Culture (Actions: 3.1, 3.2, 3.6, 3.11, 4.4):

Needs Conditions and Circumstances:

Local data collected at the end of the 2021-2022 school year indicates lower attendance rates and higher suspension rates for Foster Youth, EL, and SED students. Local data shows the 2021-2022 attendance rate for all District students to be 91% while Foster Youth lagged behind at 87%, English Learners at 89%, and Low Income students at 90%. Local data also shows a disproportional amount of suspensions for unduplicated students, who were suspended at a higher rate than their peers. During the 2021-2022 school year, EL students comprised 8% of the total student population, yet accounted for 11% of the District suspensions; Foster Youth comprised .5% of the total student population, yet accounted for 2.6% of the District suspensions; low income students accounted for 63.2% of the total student population, yet accounted for 74% of the total District suspensions. To further support the establishment of a positive school climate and promote student well-being, the District will provide training to classified and certificated staff in the areas of Restorative Justice, Cultural Proficiency, Positive Behavioral Interventions and Supports, anti-bias training, and Social-Emotional Learning to improve school climate, improve the attendance rate of unduplicated pupils, and provide staff with strategies to de-escalate behaviors thus reducing the suspension rate of FY as outlined in actions 2.8 and 3.11. The District will also increase the mental health services available to students to support student wellness and ensure student needs are being identified, addressed, and met. These services are especially important as the District strives to provide the support that addresses the effects of the COVID-19 pandemic in relation to student's mental health and wellness as outlined in action 3.6. The impact of these services will be measured by student responses to the School Climate survey. With the anticipated return of additional unduplicated pupils to in-person instruction in 2022-2023, the District will increase its transportation staff to provide home-to-school transportation services to unduplicated students as outlined in action 3.2. In a continued effort to increase the attendance rate of unduplicated students to improve

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

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

The continuation of these actions were determined by their past effectiveness showing a decrease in the percentage of FY students who have been suspended at least once in a given school year (FY -1.6%) on the 2019 CA School Dashboard, the most recent year published. However, the suspension rate for ELs increased by 1.3% and that of LI students increased by 1%, which further demonstrates the need to continue to address the suspension rate by the implementation of the actions outlined above to achieve improved outcomes, as demonstrated by the decreased of suspension rate of FY students. During the 2021-2022 school year, locally-collected data indicates 1,996 student suspensions. In 2021-2022, 86.6% of students indicated they felt safe at school, and 84.7% felt that their teachers cared about them on the school climate survey. Additionally, the District will monitor the chronic absenteeism rate (2019 data collected via EdData demonstrates that 21.3% of EL, 33.8% of FY, and 13.7% of LI students were absent 10% or more of the 18-19 school year) due to the COVID-19 pandemic and school closures in 2020, attendance statutes changed for recent years, but locally-collected data indicates a decline in consistent attendance with an estimated Attendance Rate of 91% during the 2021-2022 school year. Also during 2021-2022, locally-collected data indicates 29% of District students were absent 10% or more days. The effectiveness of these actions will be measured by future suspension rate data reported on the CA School Dashboard, local school climate survey data, and chronic absenteeism rate data.

Parent and Community Partnerships (Actions: 4.2, 4.3, 4.5, 4.6):

Needs Conditions and Circumstances:

Current data indicates that District unduplicated students are achieving at lower levels when compared to their peers and past practices indicate providing parents with education and training can better equip them to be able to support student achievement, especially for EL and SED students. CAASPP ELA scores for 2021 indicate 68.48% of all students met or exceeded standards while only 15.24% of EL students and 62.97% of SED students met or exceeded standards. Similarly, CAASPP Math scores for 2021 indicate 44.46% of all students met or exceeded standards while only 17.76% of EL students and 37.13% of SED students met or exceeded standards. Graduation rates for unduplicated students similarly lags when compared to their peers as in 2021, 87.8% of all students graduated while only 70.0% of EL students, 85.8% of SED students, and 56.1% of Foster Youth met the same requirements.

In an effort to improve student academic outcomes and in response to the disproportionate impact of the COVID-19 pandemic on student learning the District is committed to providing parents and guardians with the resources they need to support their students academically, socially, and emotionally. Although increasing family engagement was not identified by educational partners as a strong priority in survey responses, parents have provided strong input during site and District meetings that family engagement is important to them and the District is committed to continuing to improve in this area It is through the efforts of the Director of Community Relations, District, and site staff, that the District will provide multiple training opportunities for students and parents to learn how to navigate the technology platforms which will allow them to monitor academic progress and effectively communicate with students' teachers to increase student achievement and strengthen the relationship between the school and parents as outlined in actions 4.2, 4.3, 4.5, and 4.6. The District is committed to providing the services identified without limitations, especially for the parents of unduplicated student groups to provide them equitable access and opportunity.

The continuation of these actions were determined by their past effectiveness showing an increase in the number of parents attending training and serving on-site committees. During the 2021-2022 school year, locally-collected data indicates that 1,607 parents participated in parent committees Districtwide and 4,762 parents participated in advanced training opportunities. The strengthened partnership between the District and parents has led to an increase in the graduation rate of unduplicated students (FY 56.1%, LI 85.8%, and EL 70% on the 2021 CA School Dashboard, the most recent year published. The effectiveness of these actions will be measured by future student performance as measured by the state graduation rate indicator per the CA School Dashboard and by the number of parents participating in District training opportunities and committees.

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

Increased or Improved Services for English Learners (Actions: 1.8, 1.9)

The District recognizes the disproportionate impact that the COVID-19 pandemic had on unduplicated students and their families, and in response, is committed to providing increased support to English Learners, Low-Income, and Foster Youth to ensure improved learning and increased student achievement in the 2022-2023 school year.

In an effort to increase and improve services to English Learners (ELs), Low-Income (LI), and Foster Youth (FY), the District expanded the team of instructional coaches by 57% in 2020-2021 to provide additional instructional support, one-on-one coaching, and professional development opportunities to certificated and classified staff to improve the academic performance of unduplicated pupils as measured by the CA Dashboard. Because of the effects of COVID-19, a substitute shortage, and general fatigue of teachers, this action was not fully

implemented, but the District will maintain its commitment to this action in 2022-2023 and expects that its full implementation will result in increased and improved services for unduplicated students. The District has increased its staff that directly supports student mental health by committing to provide behavior intervention specialists at each site and to increase Community Health Education Workers by 40% to address the social-emotional needs of students, promote student wellness, decrease suspension rate, improve academic achievement, and improve attendance rates upon students' return to in-person instruction. The District has also increased the number of technology devices being issued to unduplicated students with the issuance of Chromebook devices and hotspots to unduplicated students and expanding efforts to conduct home visits to ensure unduplicated students have access to a device. In an effort to support the successful use of additional technology devices and programs for unduplicated students, the District additionally increased its technical support staff by 25%. Additionally, the District has hired additional classified support staff such as guidance technicians, custodians, and bus drivers.

The 2021 CAASPP ELA demonstrates that EL students are significantly performing at a lower level than native English speaking students as only 15.24% of EL students Met or Exceeded Standards in 2021 (68.48% of all students Met or Exceeded Standards). Additionally, in 2021-2022, 45.16% of 682 EL students demonstrated that they are making progress towards English language proficiency. In 2021-2022 the District reclassified 7.9% of its English Learners increasing the percentage of fluent English proficient students to 33.3% Districtwide. The need for increased and targeted EL support is evident and thus requires a targeted approach. In response, the District has established the EL Newcomer Program, which provides language and transitional support to English learners new to the United States. The Newcomer Program focuses on building literacy skills to set up a student for a successful transition to their home school upon their completion of this program and to achieve academically on the ELPAC and in their coursework leading up to graduation. The District employs language assessors and additional classified staff to work collaboratively with teachers in English Language Development and Accelerated English Courses to improve EL performance on the ELPAC and CASSPP ELA districtwide. The District also employs an EL coach to provide structured instructional and collaboration support for ELD, English Literacy 180, and Accelerated English teachers for the purpose of improving the academic supports and interventions provided to English Learners to improve their outcomes outlined in the CAASPP ELA, and the ELPAC (actions 1.8,1.9, and 2.2). These actions' continued effectiveness will be demonstrated by the increase in CAASPP ELA and ELPAC scores, and the reclassification rate.

Increased or Improved Services for Foster Youth Low Income Students (Action: 3.4)
Attendance data, due to distance learning for 2020-2021 is unreliable, but locally-collected data indicates a 91% Attendance Rate during the 2021-2022 school year. Also, during the 2021-2022 school year, 29% of students were absent 10% or more days. Local data collected at the end of the 2021-2022 school year indicates lower attendance rates and higher suspension rates for Foster Youth and SED students. Local data shows the 2021-2022 attendance rate for all District students to be 91% while Foster Youth lagged behind at 87% and Low Income students at 90%. Local data also shows a disproportional amount of suspensions for Foster Youth and SED students, who were suspended at a higher rate than their peers. During the 2021-2022 school year, Foster Youth comprised .5% of the total student population, yet accounted for 2.6% of the District suspensions; low income students accounted for 63.2% of the total student population, yet accounted for 74% of the total District suspensions. The 2021 CA Dashboard does not provide data on for student outcomes in these areas, nonetheless, the District recognizes the disparity between Foster Youth and that of their peers, therefore, the District has employed outreach staff to provide ongoing mentoring services for foster youth and low-income students to ensure access to the academic and essential resources they need to be successful and remain engaged in school (action 3.4). The continued effectiveness of this action will be demonstrated by the chronic absenteeism rate.

2021 CA Dashboard indicates FY graduation rate at 56.1%, however, FY graduation rates remain below the overall District graduation rate of 87.8%. In a continued effort to close the gap, the District will provide outreach staff and partner with the California Youth Connection and San Bernardino County Family Services Department, to support Foster Youth to provide mentorship services and academic progress monitoring to ensure they improve the academic performance of unduplicated student groups (action 3.8). The continued effectiveness of this action will be demonstrated by the graduation rate.

The actions above in Prompts 1 and 2 quantitatively meet the 17.46% minimum proportionality percentage for the 2022-2023 school year, the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils as calculated pursuant to 5 CCR 15496(a).

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

The District is receiving additional concentration grant add-on funding which it is using to provide direct services to students at schools that have a high concentration of foster youth, English learners, and low-income students. The District will continue to work with educational partners, including students and families, to determine appropriate additional services based on student needs and prioritizing the needs of unduplicated students. The following actions embedded in the 2022-2023 LCAP account for staff and services provided by the District to provide additional instruction, support, and services principally directed to unduplicated students: Action 1.1: AVID teachers, mentors, and instructional materials. Action 1.3 and Action 1.4: Support and interventions such as tutoring, credit recovery, before and after school classes, School on Saturday, Summer School, and additional instructional minutes on campuses with special programs. Action 1.5: Teacher Librarians and access to instructional materials. Action 1.7, Action1.8, Action 1.9: College readiness programs, transitional support, Action 1.12 and Action1.13: Instructional technology, infrastructure, and CTE programs. Action 1.17 and Action 1.18 Enrichment classes, activities, and specialized programs. Action 2.1, Action 2.2, Action 2.6, Instructional Coaches, professional learning, SEL, and support for teachers. Action 3.1: Diversity, Equity, Inclusion, and Access. Action 3.2: Home to School Transportation and bus drivers. Action 3.4 and Action 3.5:Outreach and Interventions. Action 3.6, Action 3.11 and Action 3.12: Mental Health and SEL supports. Action 3.8: Mentorship services. Action 3.9: Facility Improvement and Maintenance. 3.10: Teacher caseloads and engagement. Action 4.2 and Action 4.3: Community Relations, parent workshops and trainings. Action 4.4, Action 4.5, and Action 4.6: Interpretation, family engagement, and communication.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:40.80	1:34.99

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 certificated staff providing direct services to students	1:22.55	1:20.43

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$55,769,866.00	$7,526,383.00	$13,281,934.00	$9,552,081.00	$86,130,264.00	$73,082,042.00	$13,048,222.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	AVID	English Learners Foster Youth Low Income	$1,779,963.00			$1,066,094.00	$2,846,057.00
1	1.2	Access to a Broad Course of Study	All	$354,310.00				$354,310.00
1	1.3	Support & Interventions	English Learners Foster Youth Low Income	$4,467,654.00	$3,385,600.00		$1,726,200.00	$9,579,454.00
1	1.4	English and Math Interventions, Programs, Materials	English Learners Foster Youth Low Income	$1,608,602.00				$1,608,602.00
1	1.5	Teacher Librarians	English Learners Foster Youth Low Income	$3,310,590.00				$3,310,590.00
1	1.6	Instructional Materials	All		$463,600.00			$463,600.00
1	1.7	College Readiness Programs and Events	English Learners Foster Youth Low Income	$857,469.00			$56,307.00	$913,776.00
1	1.8	Newcomer EL Services	English Learners	$730,630.00			$277,418.00	$1,008,048.00
1	1.9	Comprehensive EL Support	English Learners	$2,619,675.00			$183,652.00	$2,803,327.00
1	1.10	Peer Mentors	All		$616,442.00		$297,853.00	$914,295.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.11	Curricular and Instructional Software and Platforms	English Learners Foster Youth Low Income	$412,180.00			$129,371.00	$541,551.00
1	1.12	Instructional Devices, Support, and Infrastructure	English Learners Foster Youth Low Income	$1,159,993.00			$2,000,000.00	$3,159,993.00
1	1.13	Career Technical Education Programs (CTE)	English Learners Foster Youth Low Income	$10,490,531.00		$3,288,309.00		$13,778,840.00
1	1.14	Outreach	All		$103,230.00			$103,230.00
1	1.15	Support for Students with Disabilities	Students with Disabilities		$203,304.00			$203,304.00
1	1.16	Colleges and Universities Visits	English Learners Foster Youth Low Income	$50,000.00				$50,000.00
1	1.17	Enrichment Classes and Activities	English Learners Foster Youth Low Income	$9,697,332.00				$9,697,332.00
1	1.18	Community Day School	Foster Youth Low Income	$570,989.00				$570,989.00
2	2.1	Instructional Coaches (7)	English Learners Foster Youth Low Income	$938,482.00	$537,425.00	$138,842.00		$1,614,749.00
2	2.2	ELD Coach, PD, Read 180, Accelerated English, ELD Achievement Team Collaboration	English Learners	$63,943.00			$189,084.00	$253,027.00
2	2.3	Induction Mentors (3 in 22-23)	All				$489,569.00	$489,569.00
2	2.4	PD: Content-Based Collaboration Teams, AP/Honors	All	$180,648.00				$180,648.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Collaborations, Wednesday Workshops, Summer School, RtI, Feeder District Articulation, Induction PD						
2	**2.5**	Special Education Coach and Professional Learning Focused on Supporting Students with Diverse Learning Needs	Students with Disabilities		$139,750.00			$139,750.00
2	**2.6**	PD: Mentorship Program	English Learners Foster Youth Low Income	$24,017.00				$24,017.00
2	**2.7**	Instructional Technology for Staff	All	$150,000.00				$150,000.00
2	**2.8**	Equity/Anti-Bias/Anti-Racism and Curricular Diversification Professional Learning	All		$75,000.00			$75,000.00
2	**2.9**	Computer Science/Robotics	All		$10,000.00			$10,000.00
2	**2.10**	Standards-Based Grading	All		$200,000.00			$200,000.00
2	**2.11**	Social-Emotional Learning (SEL) Support and Implementation	All		$61,650.00			$61,650.00
2	**2.12**	Virtual Teaching Professional Learning	Students who select an online/virtual school		$98,110.00			$98,110.00
2	**2.13**	Ethnic Studies Course Development	All	$10,000.00	$12,500.00			$22,500.00
3	**3.1**	Executive Director of Equity and Inclusion	English Learners Foster Youth Low Income	$74,937.00				$74,937.00
3	**3.2**	Home-to-School Transportation	English Learners Foster Youth	$2,174,039.00				$2,174,039.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
3	3.3	Health and Safety	All		$32,729.00			$32,729.00
3	3.4	Foster Youth and SED (LI) Student Outreach Support	Foster Youth Low Income	$436,535.00			$18,130.00	$454,665.00
3	3.5	Site Administrative Support	English Learners Foster Youth Low Income	$2,801,873.00			$1,618,403.00	$4,420,276.00
3	3.6	Mental Health Services for Students	English Learners Foster Youth Low Income	$6,029,435.00	$981,008.00			$7,010,443.00
3	3.7	Special Programs Support and Counseling Services	All		$606,035.00			$606,035.00
3	3.8	Foster Youth Mentorship Services	Foster Youth Low Income	$65,000.00				$65,000.00
3	3.9	Facilities Improvement and Maintenance	All	$343,891.00		$9,854,783.00		$10,198,674.00
3	3.10	Teacher Caseloads	English Learners Foster Youth Low Income	$2,608,463.00				$2,608,463.00
3	3.11	Services to Promote Social-Emotional Well-Being	English Learners Foster Youth Low Income	$509,750.00				$509,750.00
3	3.12	Behavior Intervention Specialists	All				$1,500,000.00	$1,500,000.00
4	4.1	Aeries SIS	All	$91,284.00				$91,284.00
4	4.2	Director of Community Relations	English Learners Foster Youth Low Income	$122,599.00				$122,599.00
4	4.3	Community Workshops	English Learners Foster Youth Low Income	$136,000.00				$136,000.00
4	4.4	Interpretation Services	English Learners Foster Youth Low Income	$41,945.00				$41,945.00
4	4.5	Family and Community Engagement	English Learners Foster Youth Low Income	$3,000.00				$3,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.6	Communication Tool	English Learners Foster Youth Low Income	$226,248.00				$226,248.00
5	5.1	Fiscal Oversight Staff	All	$564,109.00				$564,109.00
5	5.2	Trainings and Workshops	All	$4,000.00				$4,000.00
5	5.3	Audit Review	All	$59,750.00				$59,750.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$245,857,635	$42,926,743	17.46%	0.00%	17.46%	$54,011,874.00	0.00%	21.97 %	**Total:**	$54,011,874.00
								LEA-wide Total:	$50,096,091.00
								Limited Total:	$3,915,783.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	AVID	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,779,963.00	
1	**1.3**	Support & Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,467,654.00	
1	**1.4**	English and Math Interventions, Programs, Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,608,602.00	
1	**1.5**	Teacher Librarians	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The 8 Comprehensive High Schools	$3,310,590.00	
1	**1.7**	College Readiness Programs and Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$857,469.00	
1	**1.8**	Newcomer EL Services	Yes	Limited to Unduplicated	English Learners	Specific Schools: Chaffey High	$730,630.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
				Student Group(s)		School		
1	1.9	Comprehensive EL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,619,675.00	
1	1.11	Curricular and Instructional Software and Platforms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$412,180.00	
1	1.12	Instructional Devices, Support, and Infrastructure	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,159,993.00	
1	1.13	Career Technical Education Programs (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,490,531.00	
1	1.16	Colleges and Universities Visits	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
1	1.17	Enrichment Classes and Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,697,332.00	
1	1.18	Community Day School	Yes	LEA-wide	Foster Youth Low Income	Specific Schools: Chaffey Community Day School	$570,989.00	
2	2.1	Instructional Coaches (7)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$938,482.00	
2	2.2	ELD Coach, PD, Read 180, Accelerated English, ELD Achievement Team Collaboration	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$63,943.00	
2	2.6	PD: Mentorship Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,017.00	
3	3.1	Executive Director of Equity and Inclusion	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$74,937.00	

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	3.2	Home-to-School Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,174,039.00	
3	3.4	Foster Youth and SED (LI) Student Outreach Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$436,535.00	
3	3.5	Site Administrative Support	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: The 8 comprehensive High Schools, and the Alternative Education Center.	$2,801,873.00	
3	3.6	Mental Health Services for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,029,435.00	
3	3.8	Foster Youth Mentorship Services	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$65,000.00	
3	3.10	Teacher Caseloads	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,608,463.00	
3	3.11	Services to Promote Social-Emotional Well-Being	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$509,750.00	
4	4.2	Director of Community Relations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$122,599.00	
4	4.3	Community Workshops	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$136,000.00	
4	4.4	Interpretation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$41,945.00	
4	4.5	Family and Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	

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 (%)
4	4.6	Communication Tool	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$226,248.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$65,086,655.00	$77,381,696.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	AVID	Yes	$2,969,859.00	$2,886,072
1	**1.2**	Access to a Broad Course of Study	No	$331,818.00	$313,000
1	**1.3**	Support & Interventions	Yes	$7,859,600.00	$8,631,524
1	**1.4**	English and Math Interventions, Programs, Materials	Yes	$1,437,917.00	$1,515,365
1	**1.5**	Teacher Librarians	Yes	$1,295,338.00	$3,044,393
1	**1.6**	Instructional Materials	No	$392,156.00	$392,156
1	**1.7**	College Readiness Programs and Events	Yes	$526,840.00	$976,530
1	**1.8**	Newcomer EL Services	Yes	$1,061,945.00	$905,141
1	**1.9**	Comprehensive EL Support	Yes	$1,989,132.00	$2,517,212
1	**1.10**	Peer Mentors	No	$312,903.00	$670,496

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Curricular and Instructional Software and Platforms	Yes	$530,371.00	$566,056
1	1.12	Instructional Devices, Support, and Infrastructure	Yes	$3,283,972.00	$3,316,672
1	1.13	Career Technical Education Programs (CTE)	Yes	$13,802,489.00	$12,815,656
1	1.14	Outreach	No	$91,765.00	$93,370
1	1.15	Support for Students with Disabilities	No	$179,546.00	$168,551
1	1.16	College Tours	Yes	$0	$43,106
1	1.17	VAPA SPORTS ACADECA SPEECH AND DEBATE	Yes	$0	$9,255,304
1	1.18	Community Day School	Yes	$0	$529,317
2	2.1	Instructional Coaches (7)	Yes	$1,531,445.00	$1,566,822
2	2.2	ELD Coach, PD, Read 180, Accelerated English, ELD Achievement Team Collaboration	Yes	$266,879.00	$222,512
2	2.3	Induction Mentors (2 in 21-22)	No	$360,215.00	$367,027
2	2.4	PD: Content-Based Collaboration Teams, AP/Honors Collaborations, Wednesday Workshops, Summer	No	$164,000.00	$164,000

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)
		School, RtI, Feeder District Articulation, Induction PD			
2	**2.5**	Special Education Coach and Professional Learning Focused on Supporting Students with Diverse Learning Needs	No	$127,310.00	$149,776
2	**2.6**	PD: Mentorship Program	Yes	$38,837.00	$0
2	**2.7**	Instructional Technology for Staff	No	$150,000.00	$152,626
2	**2.8**	Equity/Anti-Bias/Anti-Racism and Curricular Diversification Professional Learning	Yes	$25,000.00	$11,595
2	**2.9**	Computer Science/Robotics	No	$10,000.00	$1,000
2	**2.10**	Standards-Based Grading	Yes	$390,550.00	$35,000
2	**2.11**	Social-Emotional Learning (SEL) Support and Implementation	No	$196,000.00	$207,166
2	**2.12**	Virtual Teaching Professional Learning	No	$98,110.00	$126,272
2	**2.13**	Ethnic Studies Course Development	No	$22,500.00	$7,500
3	**3.1**	Executive Director of Equity and Inclusion	Yes	$60,997.00	$60,997
3	**3.2**	Home-to-School Transportation	Yes	$2,816,070.00	$2,483,341
3	**3.3**	Health and Safety	No	$25,000.00	$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	Foster Youth and SED (LI) Student Outreach Support	Yes	$317,903.00	$315,763
3	3.5	Site Administrative Support	Yes	$2,569,344.00	$2,595,047
3	3.6	Mental Health Services for Students	Yes	$6,443,022.00	$6,225,746
3	3.7	Special Programs Support and Counseling Services	No	$557,611.00	$198,268
3	3.8	Foster Youth Mentorship Services	Yes	$60,000.00	$45,000
3	3.9	Facilities Improvement and Maintenance	No	$9,965,331.00	$9,976,674
3	3.10	Teacher Caseloads	Yes	$1,209,140.00	$2,257,575
3	3.11	Services to Promote Social-Emotional Well-Being	Yes	$308,331.00	$246,893
4	4.1	Aeries SIS	No	$91,284.00	$91,284
4	4.2	Director of Community Relations	Yes	$112,561.00	$114,984
4	4.3	Community Workshops	Yes	$286,000.00	$290,535
4	4.4	Interpretation Services	Yes	$16,626.00	$30,000

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)
4	**4.5**	Family and Community Engagement	Yes	$2,000.00	$3,000
4	**4.6**	Communication Tool	Yes	$217,946.00	$205,584
5	**5.1**	Fiscal Oversight Staff	No	$516,392.00	$525,188
5	**5.2**	Trainings and Workshops	No	$3,100.00	$3,100
5	**5.3**	Audit Review	No	$61,500.00	$61,500

2021-22 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)
$41,180,319	$36,533,272.00	$47,734,442.00	($11,201,170.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	AVID	Yes	$1,849,786.00	$1,677,896		
1	1.3	Support & Interventions	Yes	$4,136,160.00	$3,800,622		
1	1.4	English and Math Interventions, Programs, Materials	Yes	$1,437,917.00	$1,515,365		
1	1.5	Teacher Librarians	Yes	$1,295,338.00	$3,044,393		
1	1.7	College Readiness Programs and Events	Yes	$426,840.00	$841,530		
1	1.8	Newcomer EL Services	Yes	$602,420.00	$616,688		
1	1.9	Comprehensive EL Support	Yes	$1,816,342.00	$2,345,941		
1	1.11	Curricular and Instructional Software and Platforms	Yes	$343,000.00	$372,362		
1	1.12	Instructional Devices, Support, and Infrastructure	Yes	$671,972.00	$591,972		
1	1.13	Career Technical Education Programs (CTE)	Yes	$10,820,672.00	$9,752,133		
1	1.16	College Tours	Yes		$43,106		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.17	VAPA SPORTS ACADECA SPEECH AND DEBATE	Yes		$9,255,304		
1	1.18	Community Day School	Yes		$529,317		
2	2.1	Instructional Coaches (7)	Yes	$923,559.00	$928,535		
2	2.2	ELD Coach, PD, Read 180, Accelerated English, ELD Achievement Team Collaboration	Yes	$71,860.00	$0		
2	2.6	PD: Mentorship Program	Yes	$38,837.00	$0		
2	2.8	Equity/Anti-Bias/Anti-Racism and Curricular Diversification Professional Learning	Yes	$25,000.00	$0		
2	2.10	Standards-Based Grading	Yes	$390,550.00	$0		
3	3.1	Executive Director of Equity and Inclusion	Yes	$60,997.00	$60,997		
3	3.2	Home-to-School Transportation	Yes	$2,816,070.00	$2,483,341		
3	3.4	Foster Youth and SED (LI) Student Outreach Support	Yes	$215,187.00	$288,288		
3	3.5	Site Administrative Support	Yes	$2,569,344.00	$2,595,047		
3	3.6	Mental Health Services for Students	Yes	$3,808,817.00	$3,808,034		
3	3.8	Foster Youth Mentorship Services	Yes	$60,000.00	$45,000		
3	3.10	Teacher Caseloads	Yes	$1,209,140.00	$2,257,575		
3	3.11	Services to Promote Social-Emotional Well-Being	Yes	$308,331.00	$236,893		
4	4.2	Director of Community Relations	Yes	$112,561.00	$114,984		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	**4.3**	Community Workshops	Yes	$286,000.00	$290,535		
4	**4.4**	Interpretation Services	Yes	$16,626.00	$30,000		
4	**4.5**	Family and Community Engagement	Yes	$2,000.00	$3,000		
4	**4.6**	Communication Tool	Yes	$217,946.00	$205,584		

2021-22 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)
$229,269,932	$41,180,319	0%	17.96%	$47,734,442.00	0.00%	20.82%	$0.00	0.00%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

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

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

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

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

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

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

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

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

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

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

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

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

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

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

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

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

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

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

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

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

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

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

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

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

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

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

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

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

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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