LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Colton Joint Unified School District

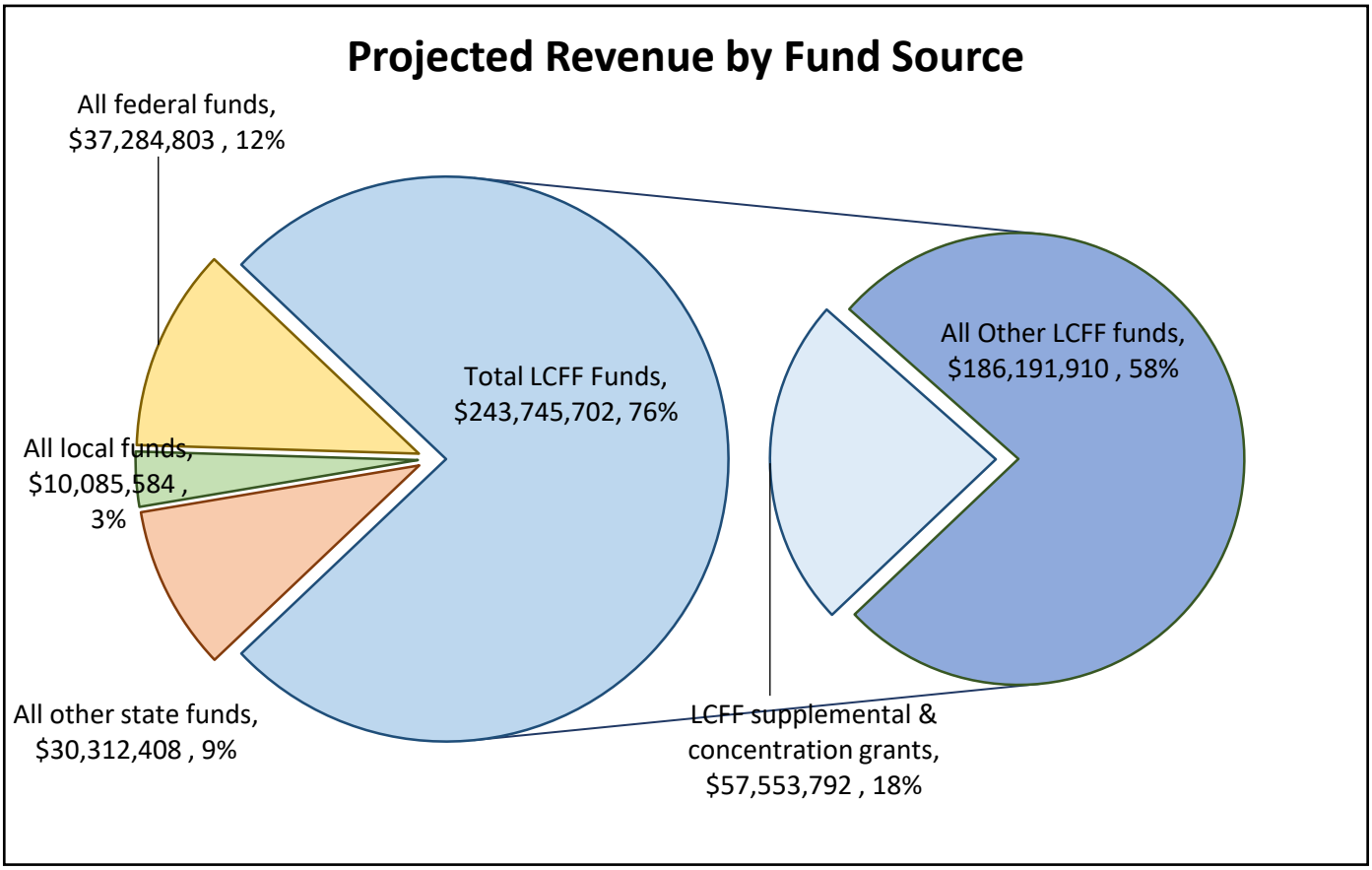
CDS Code: 36676860000000

School Year: 2021 – 22

LEA contact information: Tina Petersen, 909-580-5000, lcap_info@cjusd.net

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 2021 – 22 School Year

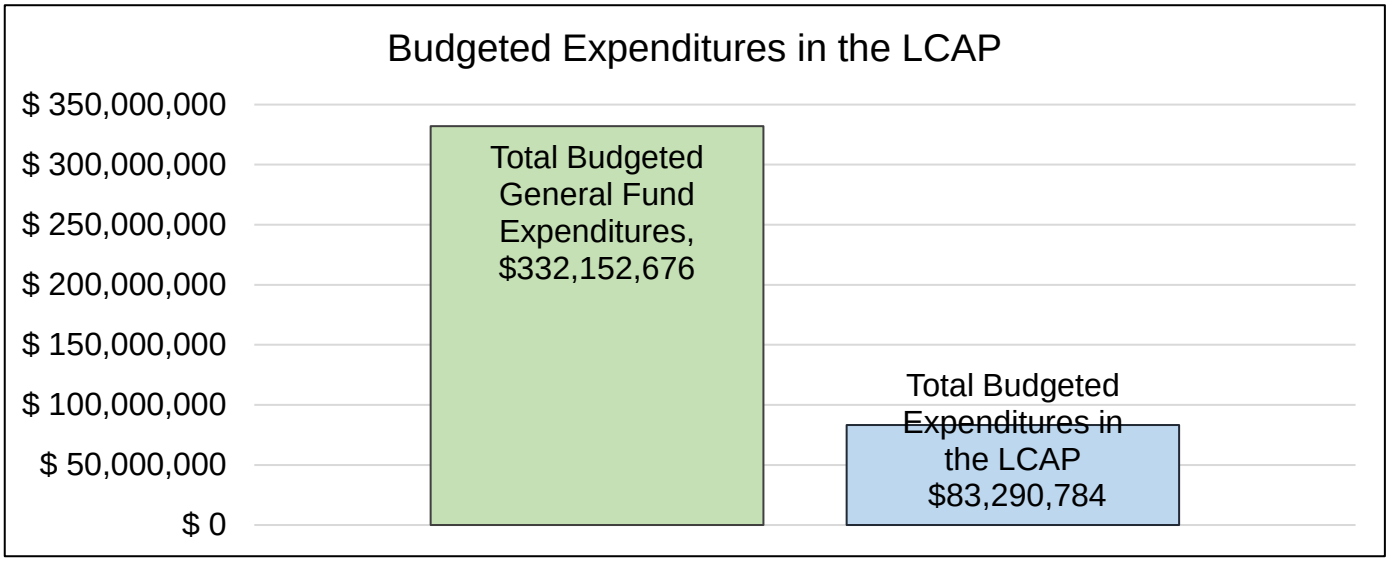


This chart shows the total general purpose revenue Colton Joint Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Colton Joint Unified School District is $321,428,497.81, of which $243,745,702.00 is Local Control Funding Formula (LCFF), $30,312,408.00 is other state funds, $10,085,584.43 is local funds, and $37,284,803.38 is federal funds. Of the $243,745,702.00 in LCFF Funds, $57,553,792.00 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 Acccountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Colton Joint Unified School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Colton Joint Unified School District plans to spend $332,152,676.00 for the 2021 – 22 school year. Of that amount, $83,290,784.00 is tied to actions/services in the LCAP and $248,861,892.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

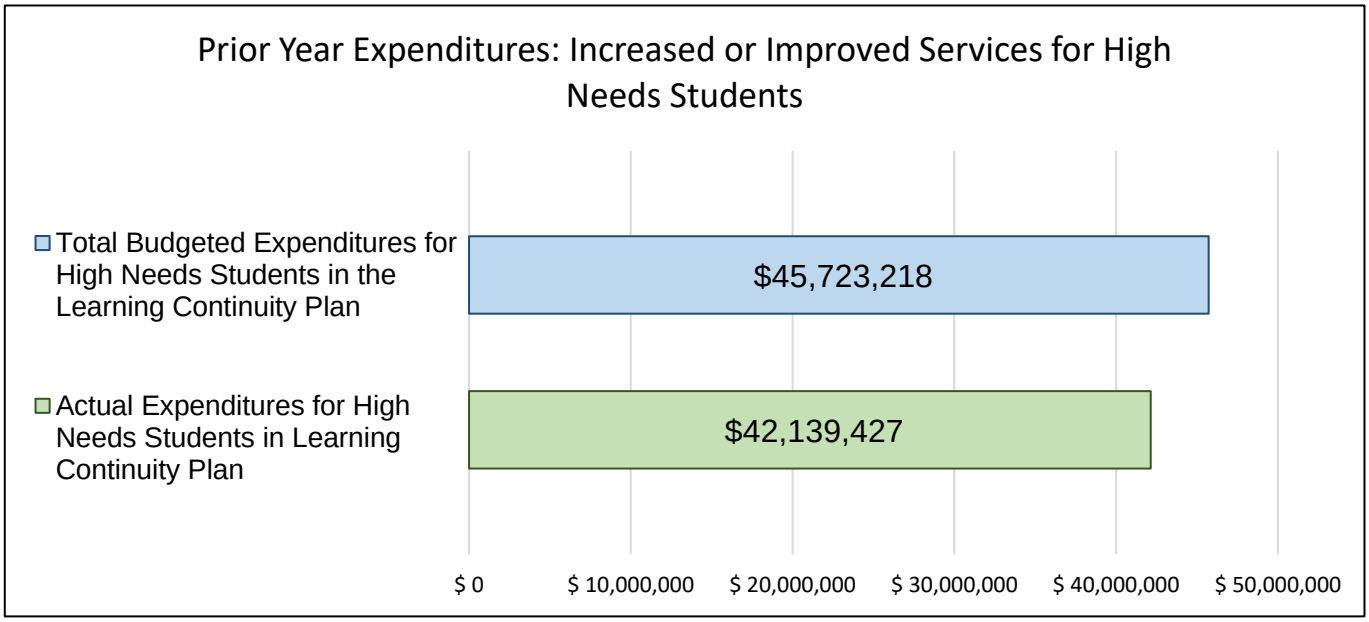
General Fund Expenditures not included in the Learning Continuity Plan include staffing, textbook adoption, student transportation, professional development, facility maintenance and improvement, and general operating expenses in support of instruction.

Increased or Improved Services for High Needs Students in in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Colton Joint Unified School District is projecting it will receive $57,553,792.00 based on the enrollment of foster youth, English learner, and low-income students. Colton Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Colton Joint Unified School District plans to spend $58,900,849.00 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 2020 – 21



This chart compares what Colton Joint Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Colton Joint Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Colton Joint Unified School District's Learning Continuity Plan budgeted $45,723,218.00 for planned actions to increase or improve services for high needs students. Colton Joint Unified School District actually spent $42,139,427.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of $3,583,791.00 had the following impact on Colton Joint Unified School District's ability to increase or improve services for high needs students:

Services that support multiple programs that increase or improve services to our unduplicated students, including CTE/Pathways, AVID, VAPA GATE, and MS athletics, were negatively affected by the pandemic and the district's continued efforts to maintain safety for students and staff resulting in the continuation of distance learning throughout the year. This restricted use of funding intended for many instructional materials and equipment, field trips, and busing. Additional federal and state funding offset the district's need to use supplemental and concentration funding in a way other than what was written in the LCAP. Unused funding will return to the LCAP in 2022-23 as one-time funding.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Colton Joint Unified School District	Tina Petersen, Ed.D Assistant Superintendent, Educational Services Division	lcap_info@cjusd.net 909-580-5000

Annual Update for the 2019–20 Local Control and Accountability Plan Year

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Increase the percentage of students who graduate and are prepared for college and/or a career.

State and/or Local Priorities addressed by this goal:

State Priorities:
4 5
7

Local Priorities: Board Value 2: Student Opportunities, Board Value 4: Equal Access, Community Cabinet 3: Literacy, Community Cabinet 4: Academic and Career Readiness

Annual Measurable Outcomes

Expected	Actual
Graduation Rate: Baseline: Medium, Green on CA Dashboard, 87.9% 2019-20 Metric: Maintain 90%	The 2020 4 year cohort graduation data shows CJUSD with an overall graduation rate of 90.6%. Breakdown by site: Bloomington HS with a graduation rate of 94.5%, Colton HS's graduation rate is 91.1%, and Grand Terrace HS with a graduation rate of 93.7%. Slover Mountain HS had a graduation rate of 72.7%, and Washington HS had a graduation rate of 64.7%. District-wide student group(s) to highlight is African American which indicated an increase of 0.7%. Student group(s) to focus on district-wide were Homeless and Foster Youth. Both groups decreased, Homeless by 1.3% and Foster Youth 1.5%.
40% Advanced Placement examinations with a pass rate of 3+ Baseline: 37% 2019-20 Metric: 40%	During the 2018/2019 school year, the total number of passing scores increased significantly from 369 in 2018 to 607 in 2019. In 2018, there were 1,455 exams administered and in 2019, there were 1,472. The percentage passed for 2019 was 41%, an increase from 2018 by 4%. During the 2019/2020 school year, the total number of passing scores decreased from 607 in 2019 to 587 in 2020. There were 1,250 exams administered. The percentage passed for 2020 was 47%, an increase by 6%.
Pupils completing UC/CSU a-g requirements: Baseline: 30.10% 2019-20 Metric: 35%	The percent of graduates that met UC/CSU a-g requirements slightly decreased from 25.96% in 2018 to 25.2% in 2019. This was a decline of .76%, shy of the goal of 33% by 7.8%. In 2019-20, 463 graduates met the UC/CSU a-g requirements, this total is 34% and 1% shy of the 35% metric

Expected	Actual
Pupils determined prepared for college by the EAP: Baseline: ELA 46%, Math 16% 2019-20 Metric: ELA 52%, Math 22%	The percentage of students who met the Ready or Conditionally Ready status on the Early Assessment Program (EAP) for English Language Arts increased from 49.8% to 57.27% in 2019. This 7.47% increase surpassed the district goal by 5.27%. The percentage of students who met the Ready or Conditionally Ready status on the EAP for Mathematics increased from 18.63% to 32.24% in 2019. This 13.61% increase exceeded the district goal by 10.24%.
Career and College Ready Indicator: Baseline: 16.1% 2019-20 Metric: 55%	The 2020 College and Career Indicator showed a decrease of 7.2% for all students who were classified as Prepared. With 52.2% of students prepared.
Seniors who have completed a career Pathway: Baseline: N/A 2019-20 Metric: 25%	In 2019, 27.7% of seniors successfully completed a Career-Technical Education (CTE) Pathway sequence with a C- or better in a Capstone course. This surpasses our goal by 2.7%.
Student access to a comprehensive course of study as measured by the percentage of LCAP survey responses who Agree or Strongly Agree. Baseline: N/A 2019-20 Metric: 85% of LCAP survey respondents feel students have access to a comprehensive course of study	72% of LCAP survey respondents indicated they agree or strongly agree that CJUSD provides a well-rounded curriculum and 76% agreed or strongly agreed that CJUSD prepares students for success in college or career.
Progress on the Academic Performance Index Baseline: N/A 2019-20 Metric: Suspended	Suspended

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain work based learning continuum opportunities. Continue cost of Linked Learning Program Specialist One time funds from previous unspent LCAP used for additional materials, technology and supplies ($75,000), and elementary work-based learning field trips ($90,000). Associated Cost: Curriculum Program Specialist salary and benefits, work based learning continuum opportunities, and Pathways support (including instructional materials, technology and supplies)	$465,161 LCFF Certificated Salaries (1900) Employee Benefits (3000) Books and Supplies (4000) Services and Operating Expenditures (5000)	$338,327
ROP Partnership; no increased cost to the district, pass-through of funding from state will continue.	$2,700,000 ROP Transfers (7200)	$2,700,000
Maintain Project Lead the Way (PLTW) by continuing the rigorous science, math, and engineering curriculum in high school courses.	No additional budgeted expenditures N/A N/A	N/A
Continue to provide equal access to students with disabilities and deliver support through the Specialized Academic Instruction Support model. Maintain supplemental instructional support through the use of six hour special education instructional assistants in support of core academic content knowledge acquisition. Associated costs: Special Education Instructional Assistant salaries and benefits for supplemental hours (six hours per day).	$299,806 LCFF No additional budgeted expenditures for Specialized Academic Instruction Support Model. Classified Salaries (2100) Employee Benefits (3000)	$257,557
Provide high school students with three English language arts and development teachers on assignment. The TOAs will provide intervention and support for students below grade level expectancies. Additionally, the district will maintain a class size maximum for English classes which are designed to support students who are below grade level. Associated cost: Certificated (3 FTE) Salaries and Benefits. Class size enrollment maximum for English classes, Salaries and Benefits.	$1,023,686 LCFF No additional budgeted expenditures for double block classes. Certificated Salaries (1000) Employee Benefits (3000)	$955,746

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain the summer school program at the middle and high schools to allow students to remediate classes and to take classes to gain schedule flexibility to enroll in and complete career education pathways and UC/CSU course requirements. Associated costs: Certificated and classified summer school salaries and benefits.	$774,918 LCFF Certificated Salaries (1000) Classified Salaries (2000) Benefits (3000) Materials and Supplies (4000, 5000)	$166,899
Continue the high school after school tutoring program in math to increase the percentage of students passing Algebra I on their first attempt. Tutoring programs are in place at each comprehensive high school and will provide support for students in math. Associated Costs: Tutoring is provided for in the site allocated funding.	No additional expense. LCFF Cross reference Goal 5 Action 6	N/A
Maintain a class size enrollment maximum for math classes designed to support students who are below grade level expectancies. Continue to provide three high school math teachers on assignment to provide targeted support to students in math. Continue a double block math support class at the high school level to provide intervention and support for students. Staffing necessary to implement a double block of math support classes is an existing cost and is incorporated into the school site master schedule. No additional FTE added. Associated costs: Class size enrollment maximum for math classes, salaries and benefits. Certificated (3 FTE) salaries and benefits. No additional FTE for the double block math support classes.	$1,013,871 LCFF Certificated Salaries (1000) Employee Benefits (3000)	$673,083
Due to low usage and alternative provisions, this funding will be reallocated per annual update.	N/A N/A N/A	N/A
Provide students with disabilities college going options through partnerships with Riverside City College, Chaffey Community College and San Bernardino Valley College. Continue local college visits for students with disabilities and information about available options, including priority registration in community college courses	$9,000 Special Education Services and Operating Expenses (5800)	$9,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue supplemental support of the Advancement Via Individual Determination (AVID) program at all secondary sites to guide and prepare students for college and careers. Supplemental support funding to be used for AVID tutors (salary and benefits), field trips, and instructional materials. Provide $25,000 funding for PSAT type testing for all grade 8 students. One time funding using unspent LCAP monies to provide support for the AVID 11th grade college field trip ($15,000 each high school). Associated costs: $30,000 per high school program, $20,000 per middle school, and $25,000 for District-wide PSAT-type testing for all grade 8 students.	$240,000 LCFF Classified Salaries (2000) Employee Benefits (3000) Books and Supplies (4000) Services and Operating Expenses (5000)	$244,283
Continue the integration of career education at the middle school level through the creation of elective courses which articulate to the high school career education options. Associated costs: Certificated salary and benefits.	$393,205 LCFF Certificated Salaries (1100) Employee Benefits (300)	$390,929
Include two non-student collaboration days in the certificated work year calendar to provide staff with planning and collaboration opportunities. The two additional days will be subject to the development of guiding principles for the effective preparation and student achievement-centered use of the time. Associated Costs: Certificated Salaries and Benefits.	$1,515,065 LCFF Certificated Salaries (1000) Benefits (3000)	$1,497,370
The district will continue to support implementation of the Next Generation Science Standards by supporting the District Science Fair and middle school MESA programs. One time funds using unspent LCAP monies ($25,000) will be used to better support engagement of students and support for Science Fair. Associated costs: Each middle school receives $7,500, in support of their MESA programs. Science Fair support, $15,000.	$75,813 LCFF Books and Supplies	$37,659
This action has been discontinued. See the Annual Update for more information.	N/A N/A N/A	N/A

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain current student to device ratios (1:1) while ensuring equitable access to the technological resources needed in the classroom. Associated cost: Replacement of obsolete or damaged devices.	$1,100,000 LCFF Technology Supplies (4300) Equipment (4400) Services and Operating Expenses (5800)	$1,108,619
Reinforce literacy at the secondary school level by increasing access to school libraries by continuing to provide one credentialed school Librarian at each middle school. Associated costs: School librarian (4 FTE) Salaries and Benefits. Cost of equipment, supplies and materials for the middle school librarians ($3,000 per site).	$488,059 LCFF Certificated Salaries (1200) Employee Benefits (3000) Materials and Supplies (4000)	$487,443
Support Visual and Performing Arts programs at the comprehensive middle and high schools. Funding to provide support for VAPA courses, as well as extra and co-curricular activities (including music, theatre, and fine arts) One time funding using unspent LCAP monies for addtional support for VAPA courses at the middle ($10,000) and high schools ($25,000) plus additional funding for sound improvements ($250,000) Associated costs: $25,000 for each comprehensive high school and $10,000 for each middle school.	$400,000 LCFF Materials and Supplies (4000)	$323,657
Continue to use READ 180 as intensive reading intervention for students in grades 9-12. READ 180 is included as an intervention class at each high school site with no additional cost incurred. Associated costs: No additional costs.	No additional cost N/A N/A	N/A
Provide two Special Education teachers at select middle schools to improve equity of special education services across the district. Associated costs: Special education teachers (2 FTE) salaries and benefits.	$180,000 LCFF Certificated Salaries (1000)	Paid with Base LCFF funding

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement a middle school intramural athletic program to increase student engagement and motivation. One time funding using unspent LCAP monies to repair or replace high school athletic equipment that is out-dated, unusable or in need of repair ($200,000). Associated costs: Certificated and Classified Salaries, Benefits, materials and supplies, equipment, transportation.	$275,000 LCFF Certificated/Classified Salaries (1000/2000) Employee Benefits (3000) Materials and Supplies (4000) Transportation (5000)	$205,916

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds that were budgeted in the LCAP for Actions/Services that were not implemented were used to support ROP/CTE programs, classes, and pathways for students to provide opportunities for work-based learning experiences, including field trips, job-shadowing, volunteer, and virtual job experiences.

The remaining unspent funds will return to the LCAP as one-time funding in 2021-22.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Implementation of action and services in Goal 1 continued to move forward and show growth in a variety of areas. The continued focus on college and career readiness resulted in a successful continuation of offering opportunities for students to take AP Exams, enroll in UC a-g coursework, and areas of improved EAP results.

CJUSD AVID programs continued to thrive with opportunities and experiences provided for students at one elementary and all secondary sites. Opportunities continued for students involved in CTE courses through existing pathway options and enrollment, CJUSD maintained CTE courses having UC a-g approval, and greater numbers of work-based learning opportunities were available to students. CTE and elective courses continue to exist and were successfully expanded at the middle school level to prepare students to enter the high school pathways. This expansion was in the inclusion of the Paxton Patterson Labs at all four middle schools.

Teachers, counseling, and academic support for Special Education and English Learners provided access to the curriculum and necessary supports for success. Support to school libraries with staffing, digital access to resources, and physical upgrades continue to enhance the educational programs for students, teachers and families. Additionally, curriculum updates and staff development offerings emphasizing State Standards and Frameworks has increased support for teachers to deliver quality initial instruction.

Continued to implement the new History/Social Science curriculum via adopted textbooks that are aligned to the California State Content Standards (CSCS) and newly adopted Framework for secondary grades. In addition, provided professional development and coaching to the elementary, middle school and secondary teachers to support the adoption of Science materials that are aligned to the Next Generation Science Standards (NGSS) for implementation of these new materials.

The secondary math curriculum program specialist met with middle and high school math teachers throughout the year to collaborate on how to support underperforming students in Math using Illustrative Mathematics and ALEKS and further determine a guaranteed and viable curriculum (GVC) for the various math domains. During these meetings, teachers shared promising instructional practices, formative and summative assessments and analyzed student performance data. Effectiveness of the actions/services to achieve the CJUSD LCAP goals show in the results of our data used to measure the stated goals. We did not meet our goal of 35% UC/CSU a-g requirements, however, the enrollment numbers and CTE completers of CTE Pathways continue to maintain, including the number of Linked Learning pathway graduates. The number of CTE courses meeting UC a-g requirements and the number or pathways offered to students grew slightly. Overall advanced placement and EAP results remained consistent over a three-year period. Summer school provided opportunities for 2,205 high students and 387 middle school students to complete credits. All LCAP staffing positions and components to provide equal access to English Learners were maintained. Support classes for ELA and Math were in place at the secondary level. Continued training on NGSS and the Science Leadership Team continued to collaborate and participate in Lesson Studies. Lastly, the continued access to school libraries and databases, which provides 24/7 access to a digital library collection, helps to support students and expand their education.

The build-up of student Chromebooks over the last few years allowed the district to repurpose them from classroom to individual use in response to the district closure in March due to the COVID-19 emergency. During the district’s spring break, district staff began the arduous process of dismantling Chromebook carts, cleaning, updating, and processing devices in preparation for distribution to students. Over 5,000 Chromebooks were distributed to students during the last quarter of 2019-20. The Information Technology department provided Chromebook repair, when possible, and set up a Tech Support phone line for students who were experiencing technical difficulties. To increase student connectivity hotspots were also distributed to students based on need with foster youth, socio-economically disadvantaged, and EL students given priority. Parking lot Wi-Fi was also established at all four middle school parking lots providing additional opportunities for connectivity.

CJUSD successes and challenges of the actions/services to achieve the CJUSD LCAP goals show in the results of our data used to measure these stated goals. We did not meet our goal of 35% UC/CSU a-g requirements, missing it by only 1% during COVID. The enrollment numbers and CTE completers of CTE Pathways declined and was a challenge due to the high number of failures in capstone courses, this also impacted the number of Linked Learning pathway graduates. Overall advanced placement results were a success showing an increase of 6%.

We continued to provide summer school opportunities virtually for high and middle school students to complete credits. Support classes for ELA and Math were in place at the secondary level as well as continued training on NGSS and the Science Leadership Team continued to collaborate and participate in Lesson Studies. The only action not implemented was the Junior Trip for AVID as the effects of COVID-19 forced the closure of schools.

Goal 2

Increase the percentage of English language learner students who achieve English proficiency and are reclassified.

State and/or Local Priorities addressed by this goal:

State Priorities:
4

Local Priorities: Board Value2: Student Opportunities, Community Cabinet 3: Literacy

Annual Measurable Outcomes

Expected	Actual
Percentage of student who score Level 4 – Well Developed on the English Language Proficiency Assessment (ELPAC): Baseline: Medium, Yellow, 67.3% 2019-20 Metric: 33%	Due to the COVID-19 emergency, the most recent information available from CDE (Dataquest) is 2018-19 which shows 16.4% proficient (Level 4). Information from the 2019 California School Dashboard shows 42% of students making progress towards English proficiency. This qualifies for the Low Progress level on the Dashboard.
English learner reclassification rate: Baseline: 16% 2019-20 Metric: 18%	EL Reclassification Rate: 14.4% which is above both the county and state reclassification rate. (Data obtained from Dataquest - CDE website for 19.20. Data will not change after Summative testing is complete due to CBEDS collection date of 10/7/2020).

Expected	Actual
Academic Performance Index Score Baseline: N/A 2019-20 Metric: Suspended	Suspended

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain staffing of the Language Assessment Center to provide initial and annual testing for incoming students and continuing English learners. Testing will ensure each student receives proper placement in an educational program, as well as measure progress towards goals. Staffing includes Language Assessment Specialists and Language Assessment & Data Specialist. Continue to maintain the Language Support Services staff to provide program oversight, staff development and clerical support for district-wide English learner programs. Associated costs: Certificated (1 FTE) and Classified (5 FTE) salaries and benefits.	$548,423 LCFF Certificated Salaries (1000) Classified Salaries (2000) Employee Benefits (3000)	$594,495
Maintain translator/interpreter position to provide translation services for parents. Associated costs: Classified salary (1 FTE) and benefits.	$62,697 LCFF Classified Salaries (2000) Employee Benefits (3000)	$35,481
Maintain three district-wide English learner counselor positions to provide intense monitoring and support to English learner students, including R-FEP students. Associate costs: Certificated English learner counselors (3 FTE) salaries and benefits.	$316,945 LCFF Certificated Salaries (1200) Employee Benefits (3000)	$297,191
This action has been moved to Goal 1.19. See Annual Update for more information.	N/A	N/A
This action was implemented as Goal 3.1 in 2017/18. See Annual Update for more information.	N/A	N/A

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
This action has been discontinued. See the Annual Update for more information.	N/A	N/A
A dual immersion program continues to be offered at one elementary school for both English learner students and English only students. Dual immersion classroom teachers (BCLAD certified). Dual immersion instructional materials and staff development costs.	$12,500 LCFF No additional budgeted expenditures relating to staff. Books and Supplies (4000)	$7,778
Continue staff development for teachers of English learners through the use of three Curriculum Program Specialists. Associated costs: Five percent of Certificated salaries and benefits, balance from Title III	$409,866 LCFF Title III Certificated Salaries (1900) Employee Benefits (3000)	$409,866
A dedicated teacher at each school site functions as the English learner site lead. The site lead provides on-going monitoring of English learners, identifying intervention needs, and R-FEP students for up to two years after re-designation. Each EL site lead will receive a stipend based on site EL count. Associated cost: Certificated salaries and benefits.	$16,740 LCFF Certificated Salaries (1900) Benefits (3000)	$10,850
Continue to provide one English learner teacher on assignment to each comprehensive high school to provide small group intensive instruction to the lowest proficiency English learners, particularly newcomer students. Associated costs: Certificated salaries and benefits, (3.0 FTE) English learner teacher on assignment	$390,849 LCFF Certificated Salaries (1000) Benefits (3000)	$340,257
Continue to provide English learner students with supplemental instructional support materials designed to accelerate the acquisition of English, at the emerging, expanding and bridging levels and to encourage literacy in the primary language. Associated costs: Instructional materials and conferences.	$185,000 LCFF Books and Supplies (4000) Services and Operating Expenses (5200)	$3,239

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase the stipend amount paid to classified unit members who provide bilingual translation services at school sites and district offices. Stipends are paid for both verbal and written translation services to qualified classified employees. Associate costs: Classified salaries and benefits. Bilingual differential increased to: $75 per month for verbal and $100 per month for written.	$30,984 LCFF Classified Salaries (2000) Benefits (3000)	$29,286

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds that were budgeted in the LCAP for Actions/Services that were not implemented will return to the LCAP as one-time funding in 2021-22 and is scheduled to support LETR's professional development, i-Station license, library books in English and Spanish, dual immersion support, cultural proficiency professional learning. These actions and services will support teacher professional development and student achievement and engagement at school.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Implementation of actions and services in Goal 2 continue to move our district forward as LSS provides English learner support to site administrators and teachers through our CPSs, EL TOAs, and EL counselors by providing various site customized professional learning opportunities. The department also provides sites with support to monitor English learner progress and RFEPs. LSS developed various professional development modules in Alludo to support our teachers and admin in a virtual environment given the COVID state restrictions. This online platform successfully provided access to all of CJUSD employees while the district was in distance learning. In addition, LSS also provides sites with interpreter/translator support to teachers for instructional purposes, as well as interpretation for ELACs and various parent meetings. LSS supports our Dual Immersion program at the site with various professional trainings and implementation of supplemental instructional materials specific to dual immersion. The Language Assessment Center, is in charge of training the entire district on the administration of the annual summative ELPAC as well as coordinating the testing itself. They also monitor and schedule all initial ELPAC testing of new students (incoming) to our district. Our Family Involvement Program Manager coordinates various parent trainings to develop parent leaders throughout our district and coordinates DELAC, AAPAC, DPAC and LCAP parent meetings throughout the year. This was a challenge in a virtual environment since simultaneous interpretation was difficult to deliver via Webex. We strategically arranged to offer an

English session and a separate Spanish session of the same meeting to provide all of our parents meaningful access.

The effectiveness of the actions/services to achieve the CJUSD LCAP goal 2 show in the results of our data used to measure these stated goals. Our English learner reclassification rate continues to maintain and grow as those students out perform our English only students, consistently. Due to limited access to assess students and/or the suspension of state testing due to COVID-19, our number of reclassified students decreased from prior years. We strive to see a continued growth model with our annual ELPAC language assessments as EL students move from one band to the next in their language acquisition journey. The level of implementation of the various scaffolds and strategies that assist EL students is evident by admin walk-throughs and as evidenced by our reclassification rate and student progress throughout the district.

Ultimately, all actions were implemented. Most of the actions and services for Goal 2 were expenditures for salaries and benefits which despite school closures continued remotely in distance learning. Staff were able to continue to support our English Learners remotely during distance learning the final quarter of the year.

Successes in implementing the actions and services included our Language Assessment Center successfully being able to support students both in-person and virtually after the pandemic with their initial placements, the increased need and success of our translators as we switched to a virtual setting with all meetings and needs for translation increased across the district as more parents began getting more involved in their child's education. EL Counselors and site leads continued to support students at their sites and worked to reengage students who were not participating after the school closures. Our EL Curriculum Program Specialists were successful in supporting teachers all year but especially during the school closures where they began offering pd virtually and adding to our Alludo platform so teachers could participate when they had time.

Challenges included our reclassification rate of 14% which was above the County and State rates but did not meet our district goal of 18%. This was partially due to the closure of schools and cancellation of State testing. Even though all actions were implemented most challenges came as a result of the school closures with trying to support the needs of EL students in a virtual setting and/or trying to reengage students who were not participating. Other challenges included the initial stages of moving to a virtual environment and providing for the technological needs of students and parents with Chromebooks and internet access in some areas of the district or those who did not have access to the internet right away.

Goal 3

Increase the reading proficiency and English Language Arts/Math competency of all students.

State and/or Local Priorities addressed by this goal:

State Priorities:
4
7
8

Local Priorities: Board Value 2: Student Opportunity, Community Cabinet 3: Literacy

Annual Measurable Outcomes

Expected	Actual
ELA performance on CAASPP: Grades 3-8 & 11. Baseline: Percentage of students scoring basic or higher: 34.5% 2019-20 Metric: Percentage of students meeting or exceeding standards: 43%	In English Language Arts (ELA), 38.87% of students scored Met or Exceeded standards on the CAASPP. This was a decrease of 3% resulting in a negative color change on the Dashboard from Yellow to Orange and missed the district goal by 4.1%. For 2019-2020 school year according to iReady Diagnostic assessment 21% of the students were on grade level at the beginning of the year. This percentage increased to 35% by the end of the year.
Mathematics performance on CAASPP: grades 3-8 & 11. Baseline: Percentage of students scoring basic or higher: 21.7% 2019-20 Metric: Percentage of students meeting or exceeding standards: 28%.	In Math, 25.05% of students scored Met or Exceeded standards on the CAASPP. This was an increase of 0.35%, resulting in no color change on the Dashboard which remains Orange. For 2019-2020 school year according to iReady Diagnostic assessment 13% of the students were at grade level at the beginning of the year. This percentage increased to 28% by the end of the year.
Percentage of K-3 students performing at or above grade level by the end of third grade. As measured by DIBELS: -As measured by Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Baseline: 53% As measured by Dynamic Indicators of Basic Early Literacy Skills (DIBELS) 2019-20 Metric: 57%	DIBELS (Dynamic Indicators of Basic Early Literacy Skills) winter assessments showed the percentage of students demonstrating proficiency by grade level: Kindergarten 49% 1st grade 49% 2nd grade 62% 3rd grade 57% All 4th quarter assessments were canceled due to the Covid 19 outbreak.

Expected	Actual
Course access:, Programs and Services developed for and provided to all pupils. -Percentage of elementary students who have access to Lexia Reading program: Baseline: N/A 2019-20 Metric: 100%	All elementary students have access to Lexia both on campus and at home. Although all students access Lexia at the beginning of the year, it is usually the students who need reading intervention support who continue. Out of 11,442 elementary students, Lexia Core 5 was used by 8,920 students (TK-5) with 41% meeting the usage requirement. Lexia PowerUp was used by 1,079 students (Gr.6) with 21% meeting usage requirements.
Progress on the Academic Performance Index Baseline: N/A 2019-20 Metric: Suspended	Suspended

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to provide intensive, individualized reading support to students reading below grade level, including students with disabilities, as well as English learner students with the use of Lexia as an intensive reading intervention program. Associated cost: Lexia reading intervention program licensure (3-year agreement renewal date, July 1, 2020).	$27,000 LCFF Services and Other Operating Expenditures (5800)	$27,000
Continue the use of an assessment program to measure reading proficiency and identify students in need of interventions in order to achieve grade level reading proficiency. Implement DIBELS online assessment districtwide to reduce the time needed to conduct individual student assessments. Provide K-3 teachers release time for DIBELS student testing, $100,000	$324,007 LCFF Certificated Salaries(1000) Benefits (3000) Services and Operating Expenses (5800):	$526,462
Continue to utilize Illuminate as the district's online assessment and reporting system. This allows teachers to effectively use assessment data and modify instruction for students. Associated costs: Annual Illuminate licensing.	$139,728 LCFF Services and Expenses (5800)	$167,635

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Select elementary sites will continue their use of the Accelerated Reader program as an incentive to encourage reading. Associated Costs: Accelerated Reader licenses are funded through school site allocated.	No additional expense. LCFF Cross reference Goal 5 Action 6 Services and Operating Expenditures (5800)	N/A
Continue the eighteen elementary teachers on assignment to provide coordinated interventions to students below grade level expectations as needed at elementary sites. Associated costs: Certificated (18.0 FTE) salaries and benefits. Staff development, training and equipment costs for the teachers on assignment.	$2,678,693 LCFF Certificated Salaries (1100) Employee Benefits (3000) Books and Supplies (4000) Services and Operating Expenses (5200)	$2,565,795
Maintain the Gifted and Talented Education Program to provide additional educational opportunities for students identified for the program. One time funds from previous unspent LCAP used for high school students to take the SAT test (60,000). Associated costs: Elementary and Middle school GATE program funding. Provide GATE program funding at the high school level to assist with costs relating to Advanced Placement Exam preparation and testing fees.	$311,213 LCFF Certificated Salaries (1100) Clerical Salaries (2000) Employee Benefits (3000) Books and Supplies (4300) Services and Operating Expenses (5200)	$176,516
Continue additional instructional support to students with disabilities through the use of six-hour special education instructional assistants to support core academic content knowledge acquisition. Increase all special education instructional assistants to six hours per day. Associated benefits costs.	Cross Reference Goal 1 Action 4 LCFF Classified Salaries (2000) Benefits (3000)	Cross Reference Goal 1 Action 4
Continue to support teacher collaboration to design and implement Common Core based lessons and support increased student achievement. Three days of release time for teachers to participate. Associated cost: Certificated substitute salaries and benefits.	$364,970 LCFF Certificated Salaries (1000) Employee Benefits (3000)	$252,884

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Improve effective initial instruction through staff development on evidence based instructional strategies with a concentration on the integration of the Common Core State Standards. District provided staff development for teachers on the implementation of the CCSS will be funded through Title I and Title II federal funds.	Cross Reference Goal 6 Action 1 Title I Title II Certificated Salaries (1100) Benefits (3000)	Cross Reference Goal 6 Action 1
Integrate technology into lessons aligned with the Common Core State Standards. Hire educational technology Curriculum Program Specialists (4.0 FTE) to assist teachers in integrating technology into their lessons. Associated costs: Certificated salaries and benefits, (4.0 FTE) Curriculum Program Specialists.	$577,871 LCFF Certificated Salaries (1000) Employee Benefits (3000)	$602,036
Maintain technology support staff hired in 2014/15 in support of instructional technology. Associated costs: Classified (6.0 FTE) salaries and benefits.	$584,077 LCFF Classified Salaries (2000) Employee Benefits (3000)	$606,578
Continue the summer enrichment program through Think Together, which will be offered at five geographic locations throughout the district. Think Together summer enrichment program	$150,000 LCFF Services & Outside Expenditures (5800)	$150,000
Maintain elementary school library availability by continuing to fund the increased hours for library media technicians (total of six per day). Associated costs: Classified salaries and benefits.	$211,982 LCFF Classified Salaries (2000) Employee Benefits (3000)	$198,538

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
District-wide support for libraries including developing collections of both print and digital literacy and information resources that meet the needs of diverse learners, support the curriculum, and support district goals and initiatives. District-wide support for libraries to increase access to resources and programs and to improve the functionality of libraries by providing support for resources, technology, and the professional learning necessary to meet California Department of Education Model School Library Standards and Future Ready Schools frameworks. One time funds from previous unspent LCAP used for K-12 library support ($100,000) and JSTOR access for high school sites ($3,000). Associated costs: Books & supplies.	$453,000 LCFF Books & Supplies (4000)	$391,066

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds that were budgeted in the LCAP for Actions/Services that were not implemented were used to support students, families, teachers, and staff. The remaining unspent funds will return to the LCAP as one-time funding in 2021-22 and is scheduled to support instructional professional development without subs, expanded AVID support, library books, and collaboration time for teachers.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

In the 2019-2020 school year, teachers continued using the district adopted ELA/ELD curriculum, Wonders in grades TK-6. Teachers used curriculum embedded assessments and conducted data reflections to monitor student progress. Teachers on assignment (TOA) provided assistance to the struggling readers with reading fluency. The TOAs continue to receive extensive training on teaching reading and are employing those strategies in their work with students who need intervention. In math, students started using the SBAC Math Specifications to prove targeted instruction. Data reflections and collaboration meetings were held regularly. Due to Covid-19 outbreak, the district moved to Distance Learning in the 4th quarter. Teachers used a variety of technology enhancements to engage students and strengthen online instruction. Four schools also started piloting iReady, an online intervention and enrichment program, during this school year. Plans were made to expand the use of this standard-aligned program to 13 additional schools in 2020-2021.

iReady Diagnostic assessment was successfully administered in the beginning and end of the school year. For 2019-2020 school year according to iReady Diagnostic assessment 21% of the students were on grade level at the beginning of the year. This percentage increased to 35% by the end of the year. In math assessment 13% of the students were on grade level at the beginning of the year. This percentage increase to 28% by the end of the year. Challenges included not all schools participated in the iReady program. Additionally, the final diagnostic was taken by the students online at home without in-person supervision by the teacher.

DIBELS was also used a measure for student progress at CJUSD. According to the winter assessments results, the percentage of students demonstrating proficiency by grade level were as follows: Kindergarten 49%,1st grade 49%, 2nd grade 62% and 3rd grade 57%. All end of the year assessments were canceled including DIBELS because it is assessed one-on-one with the teacher.

During the 2019-2020 school year, the actions and services provided through Goal 3 were successful in supporting the Gifted and Talented Education (GATE) program for middle school students, high school Advanced Placement Exams, Library Support across all grade levels, and staff development to provide additional opportunities for students and enhance student learning experiences. Some of the enrichment program and filed trips were canceled due to Covid-19.

One area to highlight as a result of COVID-19 school closures right at Spring Break was the successful transition to distance learning after the 2 week break. District CPS's and our IT department led technology professional development sessions. Multiple others, as well as opportunities for professional dialogue and collaboration, were provided through teacher meetings and collaboration time at all levels. In addition, General and Special Education teachers worked together on curriculum, instruction, assessments, and strategies to support students. Challenges did exist in assuring all students had access to the internet but we provided hotspots within 2 weeks to those in need. Even with hot spots, there were some remote areas of the district that had trouble accessing the internet and were provided packet work until it could be remedied.

In Science, training for teachers continued in the area of NGSS awareness and implementation, as well as Cross-Cutting Concepts and Science and Engineering practices. NGSS standards implementation was supported by on and off site professional development and coaching. In Mathematics, training continued to be provided to support instruction and the full implementation of the California State Content Standards (CSCS) in Mathematics. The math curriculum program specialist met with lead teachers and teachers on assignment to collaborate on best instructional practices, curriculum design, guaranteed viable curriculum, and formative and summative assessments.

CJUSD has maintained success continuing the distinction of Future Ready School District, maintaining 21st century Library Media Centers that play a central role in the development of the skills and literacies that staff and students need to be competitive in the rapidly changing academic and work environments. Technology staff continue to ensure the district information systems run smoothly. Our EdTech Curriculum Program Specialists play a vital role in moving our district into the 21st century by being accessible and ready to serve and support the needs of our students and staff.

According to the fall 2019 CA Dashboard data, CJUSD scores decreased (1.3) in CAASPP ELA assessments. The District is -31.9 points below the standard. Colton Cohort schools are demonstrating some growth. Performance at all elementary school sites is uneven. More targeted instruction and rigorous data reflections can help in this area.

Some schools are piloting the iReady program to help improve student achievement. CAASPP math scores grew 1.1 points and the current score is -72.3 below standard. Continued data reflection and use of the iReady program could help in this area. The lack of an overall online assessment program was a challenge as we closed school and moved to distance learning. This will necessitate all schools providing diagnostics on iReady in 2020-21.

Goal 4

Increase student engagement and improve school climate.

State and/or Local Priorities addressed by this goal:

State Priorities:
5
6

Local Priorities: Board Value 2: Student Opportunities, Community Cabinet 2: Mental and Physical Health and Awareness

Annual Measurable Outcomes

Expected	Actual
School attendance rates. Comprehensive sites will maintain an average of: Baseline: 96% Positive attendance 2019-20 Metric: Maintain 97% Positive attendance	The 2019 Dashboard shows the district in Orange with a “high” status rate for K-8 Chronic Absenteeism. This translates to a K-8 rate of 10.9% during the 2019-20 school year. Data shows the 2018-19 K-12 Chronic Absenteeism rate was 11.9%. This is the most recent information available due to the COVID emergency.

Expected	Actual
High school graduation rates Baseline: Medium, Green, 87.9% 2019-20 Metric: Maintain 90%	The graduation rate for CJUSD for 2019-20 is 90.6% down from the overall graduation rate of 91.3% in 2019, indicating a 0.7% decrease. Breakdown by site: Bloomington HS with a graduation rate of 94.5% (a decrease of 0.5%), Colton HS graduation rate is 91.1% (a decrease of 0.2%), and Grand Terrace HS with a graduation rate of 93.7% (a decrease of 0.8%), Slover Mountain HS had a graduation rate of 72.7% (a decrease of 2.7%), and Washington HS had a graduation rate of 64.7% but did not have a calculation in 2019 due to not have a statistically significant population.
Pupil suspension rates: Baseline: Medium, Green, 87.9% (<3.5%) 2019-20 Metric: Maintain <2.5%	The 2019-20 Dataquest data shows CJUSD with an overall suspension rate of 3.9% of students being suspended at least once, indicating a 0.6% decrease from the 2019 Dashboard results.
Pupil expulsion rates: Baseline: <0.1% 2019-20 Metric: Maintain <0.05%	28 students were expelled during the 2019-2020 school year, which is 0.12% of students. This data is consistent with previous years
Chronic absenteeism: Baseline: N/A 2019-20 Metric: Maintain the district-wide goal for Chronic Absenteeism is at or below 11% of the school population.	The rates below are for TK-12, comprehensive sites 16/17 Chronic Absentee Rate - 12.56% 17/18 Chronic Absentee Rate - 13.95% 18/19 Chronic Absentee Rate - 14.35% 19/20 Chronic Absentee Rate - 13.72 (at 120 days -2/24/20) Chronic Absenteeism on the Dashboard shows the district maintained it's orange status with a 0.1% change and an overall district score of 10.9% chronically absent. While this is within the district goal of 11%, the district still has work to do for multiple student groups (six student groups in orange and six in yellow).
District-wide drop-out rate: Baseline: <3% 2019-20 Metric: -Maintain High school <3% -Maintain Middle school 0%	District-wide drop-out rate for 2019-20: High school 2.52% Middle school <0.1%
School Climate Survey: Baseline: District score: 2.9 2019-20	CJUSD administers the PBIS School Climate Survey to students

Metric: Maintain a district score of 3 or higher	in grades 3-12. The survey is part of PBIS Assessment, which is part of the SWIS Suite. The survey measures student perception of school climate. The mean scores are from 1 (lowest) to 4 (highest). -Elementary Schools: Overall mean score = 3.14 Overall for Hispanic Students =3.16 , Black/African American Students = 3.11 , White Students=3.18. -Middle Schools: Overall mean score = 2.90 Overall for Hispanic Students =2.92, Black/African American Students=2.69, White Students=2.77. -Comprehensive High Schools: Overall mean score = 2.78 Overall for Hispanic Students =2.81, Black/African American Students=2.81, White Students=2.72. -Alt Ed Schools: Overall mean score = 2.98 Overall for Hispanic Students =3.02, Black/African American Students= 2.98, White Students= 2.93. The Fall 2019 scores on the PBIS School Climate Survey have changed up or down less than .1% as compared to the Fall 2018 scores. We still need to focus on creating a climate where students feel safe at school- specifically at the secondary school sites. This continues to be our lowest scoring area. Elementary school sites' data show that students have a higher perception of positive school climate in all areas than do secondary students. The data also shows that the perception of school climate as positive declines from elementary to middle and declines further from middle to high school. Secondary school sites need to focus on improving Tier 1 PBIS practices related to school climate (revisit expectations, 5:1 positive to negative feedback, recognizing and reinforcing expected behaviors), and addressing students who are not responding to Tier 1. Our comprehensive high schools are our biggest area of concern when it comes to a positive school climate. Higher scores were seen by elementary, middle, and comprehensive high school students in the area of "Teachers treat me with respect". Comprehensive school sites need to continue work on student perception regarding “There is

an adult at school that I can talk to if I need help" as those scores are not at a "3" which is our goal. All secondary sites need to work to address students' feeling of safety at school. All secondary sites scored less than a "3" which is our goal.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue use of Saturday School program through contracted services to enable students to make-up absences, address truancies, and provide students an opportunity to engage in additional instructional time outside of the regular school day. Saturday school program costs are anticipated to total $120,000, however, this is offset by revenue generated under the program.	$120,000 LCFF Actual costs are dependent on participation rates and staffing needs. Services and Operating Expenditures (5800)	$120,000
Continue to use the state recognized SARB program and the school level SART program to address absences, particularly chronic absenteeism, and leverage the use of the school based probation officer to address barriers to positive student attendance. Incentives for students improving attendance awarded through the SART and/or SARB process. School based probation officer salary costs, partially offset by grant received by the county	$30,528 LCFF Books and Supplies (4300) Services and Other Expenditures (5800)	$29,528
Maintain 18 Elementary Counselors, one counselor at each elementary school. Counselors address barriers to positive school attendance and assist with the implementation of the Positive Behavior and Intervention Supports frameworks school-wide. Associated costs: Elementary Counselors salaries and benefits	$1,737,429 LCFF Certificated Salaries (1200) Employee Benefits (3000)	$1,759,721
Continue to provide options for students to recapture credits through an on-line credit recovery program. Associated costs: Odysseyware Credit Recovery Program licenses.	$89,000 Lottery Services & Operating Expenditures (5800)	$89,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue the components of the Positive Behavior Interventions and Supports (PBIS) framework to encourage behaviors that promote learning, including good attendance, study habits, and respect, to keep students enrolled in school and on-track towards graduation. Each site will designate a PBIS lead who will coordinate the site level program and liaison with the district. One time funds from previous unspent LCAP monies used for staff development on behavior ($20,000) and Wellness Day focused on social/emotional health and PBIS professional learning ($700,000). Associated costs: Certificated salaries and benefits. Materials, supplies, and training for maintaining and updating the PBIS framework district wide.	$1,222,400 LCFF PBIS site allocations (Goal 1196) Certificated Salaries (1000) Benefits (3000) Supplies & Materials (4000) Conferences (5200) Services and Other Operating Expenditures (5000)	$686,010
Maintain full-time assistant principals at the elementary school sites to provide additional administrative support, including behavior interventions, instructional leadership, and support for students with disabilities. Associated costs: Certificated salaries and benefits for 10 elementary assistant principals.	$1,511,810 LCFF Certificated Salaries (1300) Benefits (3000)	$1,474,702
Students with disabilities are provided with interventions and support through their Individualized Education Plan and/or a Behavior Support Plan which incorporates strategies designed to help students progress towards graduation. Educational services and behavior support services which are provided to students with disabilities are incorporated into current staffing ratios and program requirements. Continue providing additional instructional support for students with disabilities by maintaining the increased hours of special education instructional assistants at six hours per day. Associated costs: Classified salaries and benefits for additional hours.	Cross Reference Goal 1 Action 4 LCFF No additional budgeted expenditures for Specialized Academic Instruction Support Model. Classified Salaries (2000) Benefits (3000)	Cross Reference Goal 1 Action 4
The district will continue to provide crossing guard services through a contracted company to ensure students feel safe when walking to and from school. Associated costs: Contracted crossing guard services.	$189,500 LCFF Services and Operating Expenditures (5800)	$154,576

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The district will provide three School Based Resource Officers, one at each of the comprehensive high schools, to provide support, guidance and intervention for high school students. Associated costs: Contracted services through San Bernardino County Sheriff's Department and City of Colton Police Department.	$574,214 LCFF Services and Operating Expenditures (5800)	$576,062
The district will continue to provide three assistant principals at the high school level, one each comprehensive high school, to provide instructional and administrative support. Associated costs: Certificated salaries and benefits.	$469,056 LCFF Certificated Salaries (1300) Employee Benefits (3000)	$498,213
Promote a positive school environment and school connectivity by enhancing the elementary Visual And Performing Arts (VAPA) program by providing an additional elementary band teacher to expand program availability. Provide funding for district-wide equity in materials and supplies including musical instruments and sheet music. One time funds from previous unspent LCAP used elementary VAPA ($90,000) and elementary band ($75,000). Associated costs: Certificated salary and benefits. Materials and supplies.	$345,789 LCFF Certificated Salary (1000) Associated Benefits (3000) Materials and Supplies (4000)	$231,971
The district will improve safety of students and staff throughout the district through funding a radio system upgrade for security and in the event of an emergency increase safety and communication to sites with the purchase of an emergency operations center and uninterruptible power supplies to back-up technical systems at sites. Using one time funds from previous unspent LCAPs for a radio system upgrade ($128,000), emergency operations center ($95,000), and uninterruptible power supplies ($100,000).	$323,000 LCFF Materials and Supplies (4000)	$0.00

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds that were budgeted in the LCAP for Actions/Services that were not implemented were used to support students, families, teachers, and staff. The remaining unspent funds will return to the LCAP as one-time funding in 2021-22 and is scheduled to support classroom emergency backpacks, Special Education and General Education teacher collaboration, student field trips, and athletics equipment. These actions and services will support teacher professional development and student achievement and engagement at school.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Fall 2019 scores on the PBIS School Climate Survey have changed up or down less than .1% as compared to the Fall 2018 scores. We still need to focus on creating a climate where students feel safe at school- specifically at the secondary school sites. This continues to be our lowest scoring area. Elementary school sites' data show that students have a higher perception of positive school climate in all areas than do secondary students. The data also shows that the perception of school climate as positive declines from elementary to middle and declines further from middle to high school. Secondary school sites need to focus on improving Tier 1 PBIS practices related to school climate (revisit expectations, 5:1 positive to negative feedback, recognizing and reinforcing expected behaviors), and addressing students who are not responding to Tier 1. Our comprehensive high schools are our biggest area of concern when it comes to a positive school climate. Higher scores were seen by elementary, middle and comprehensive high school students in the area of "Teachers treat me with respect". Comprehensive school sites need to continue work on student perception regarding "There is an adult at school that I can talk to if I need help" as those scores are not at a "3" which is our goal. All secondary sites need to work to address students' feeling of safety at school. All secondary sites scored less than a "3" which is our goal.

Funding for PBIS and one-time monies related to the Student Services Summit were more than adequate. Staff initiated the request for professional development related to PBIS, mental health, social-emotional learning, safety, special education, etc. Staff reported favorably on all professional development related to the Student Services Summit and online PD modules that were extensions of the Student Services Summit. Staff also reported favorably to professional development offered related to Mental Health in the Classroom and Restorative Practices. At this point in time, we will consider less money being spent on incentives (including reducing PBIS allocations to sites) and use that money to possibly fund contracted Mental Health staff to meet the increased need for mental health services among our students. We plan to increase professional development/spending on social emotional training/supports and restorative practices versus "PBIS Store" incentives, printing, conferences, etc.

Actions and services were provided in person for the majority of the 2019-2020 school year. During the closure in March 2020, we had challenges in truly implementing tiered levels of PBIS. Challenges were due to the new Distance Learning format, lack of connectivity, stress and anxiety among students, families, and staff, and the change in service delivery to virtual vs in-person. Tiered interventions were offered or provided virtually, but many students did not log into class or did not take advantage of interventions offered. We definitely experienced more

challenges than successes during 4th quarter of the 2019-2020 school year. A few successes that we experienced during 4th quarter of the 2019-2020 school year was holding virtual school spirit activities, drive through awards ceremonies, virtual rallies and team building activities and mailing incentives home to students. Overall implementing PBIS during Distance Learning was very challenging,

Goal 5

Ensure students have access to quality resources, teachers, and facilities.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities: Board Value 1: Safe and Positive Environments, Board Value 8: Quality Resources

Annual Measurable Outcomes

Expected	Actual
Pupils have access to standards-aligned instructional materials. Baseline: Zero Williams findings 2019-20 Metric: Maintain Zero Williams findings.	There were zero Williams findings regarding instructional materials for 2019-20. The district's annual Resolution of Sufficiency (September 2019) showed 100% of students had access to standards-aligned textbooks and instructional materials this year.

Expected	Actual
Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching. Baseline: Zero findings on audits conducted by SBCSS verifying compliance with Williams' settlement requirements. 2019-20 Metric: Maintain Zero audit findings.	Under AB 1219, as a result of Federal reporting requirements, disappearing Academic Performance Index, and Local Control Funding Formulas, the certificated assignment monitoring process was revised in 2018-19. Districts will no longer submit paper reports to the County Office of Education but, rather, all data housed in CalPADS will be uploaded to a new database, the California Statewide Assignment Accountability System (CalSAAS). The data, captured on the first Wednesday of October annually (CBEDS day), will be reviewed by the CDE and CTC to ensure all educators are appropriately credentialed and assigned. Any "exceptions" (misassignments) will be reported to the appropriate County Office of Education (COE). The COE and LEA will then have 60 days (between April 1 and June 1) to remedy any misassignments. For the 2019-20 school year, COEs and LEAs have been advised that misassignments will not be reported. In other words, there will be no publishing for LCAP, Federal Reporting or ESSA, and there will be no financial consequences to districts.
School facilities are maintained in good repair. Baseline: Zero Williams findings 2019-20 Metric: Maintain Zero Williams findings.	The District works continuously to assure that our schools are maintained in good repair. Our work order system is used by key members of our staff to help address issues as quickly and to prioritize work. Additionally, we schedule routine maintenance to facilities, equipment, and key components to assure that our students, staff, and community are able to use our facilities as intended. There are also facilities inspections that are conducted to document the condition of our facilities and assure things are working properly as well as make repairs where necessary. There were zero Williams findings for 2019-20.

Expected	Actual
Annual assignment monitoring by SBCSS verifying compliance with credential authorizations. Baseline: Zero findings 2019-20 Metric: Maintain Zero audit findings.	During the 2019-20 school year CJUSD had 10 misassignments including 6 CTE, 2 Special Ed, 1 ELD, 1 Designated Subjects. We were informed of changes in the way of determining misassignments with CTE teachers this year which resulted in the high number.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Replacement textbooks and consumables are ordered annually as needed to replenish inventories. Science Textbook adoption will occur in 2019-20 for K-12.	$4,004,115 Lottery and LCFF Books & Supplies (4000)	$2,693,548
The district will continue its practice of hiring teachers who possess a full credential in the appropriate subject area, including an authorization to provide instruction to English learner students for all vacant teaching positions. All vacant teaching positions will be filled within the first 30 days of the school year and/or semester. Hiring practices and credential reviews are conducted by existing staff on an ongoing basis. The district will continue to participate in an induction program to assist new teachers in obtaining support in their first years of teaching.	$397,000 LCFF Certificated Salaries (1000) Benefits (3000) Services and Outside Expenditures (5800)	$493,177
All school facilities will be maintained in good repair by continuing the Maintenance and Operations staff hired as additional school site support, including custodians, grounds and general maintenance workers. As well as, four electronics technicians, one maintenance supervisor, roving carpet crew, and mobile maintenance and repair unit. Associated costs: Classified salaries and benefits. Supplies and equipment.	$2,280,545 LCFF Classified Salaries (2000) Employee Benefits (3000) Materials and Supplies (4000)	$1,764,530
Maintain an allocation for new and replacement non-core and elective textbooks. Associated costs: Textbooks	$200,000 LCFF Books and Supplies (4000)	$95,443

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain an Asset Manager to oversee the inventory of instructional technology and instructional materials, to insure students and teachers have timely access to both. Continue to provide funding for operational costs fort this position including equipment, materials, supplies and conferences. Associated costs: Classified salary and benefits. Equipment, conferences, materials and supplies.	$112,023 LCFF Classified Salaries (2000) Employee Benefits (3000) Materials and Supplies (4000) Conferences (5200)	$108,879
Continue to allocate site funding in support of interventions, staff development, field trips technology, and assemblies to promote student achievement. Calculations for the allocation of funding for each site are determined by the number of English learner, foster youth and low-income pupils. Associated costs: Site and department allocation of funding.	$5,122,350 LCFF Certificated Salaries: (1000) Classified Salaries: (2000) Employee Benefits (3000) Books and Supplies (4000) Services and Operating Expenditures (5000)	$4,453,129
Each classroom teacher and itinerant staff will receive up to $250.00 for classroom and instructional supplies. One time funds from previous unspent LCAP will provide teachers and itinerate staff an additional $250 for 2019/20. The funding will be administered by each school site.	$705,000 LCFF Books and Supplies (4000)	$415,505
Provide supplementary instructional materials to enhance and support academic instruction. This academic enrichment will augment instruction and ensure supplemental materials are current and relevant/beneficial. Current focus will be on K-12 Next Generation Science Standards materials, as well as secondary Social Studies. One time funds from previous unspent LCAP will provide additional science materials ($200,000) and STEM supplies ($90,000). Associated costs: Materials and supplies for secondary Social Studies, $200,000, and science, $150,000.	$640,000 LCFF Books and Supplies (4000)	$39,328

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide a new employee orientation to allow staff members to become familiar with district and site procedures prior to the start of the school year. This full day training will improve efficiency and productivity while better preparing staff for the new school year. Associated costs: Materials and supplies.	$60,000 LCFF Materials and supplies (4000)	$0.00
Allow classified staff an opportunity to update their skills and expand their knowledge base by providing classified staff development opportunities. Associated costs: Conference expenses.	$20,000 LCFF Materials and supplies (4000)	$32,325

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds that were budgeted in the LCAP for Actions/Services that were not implemented were used to support students, families, teachers, and staff. Funds were provided for Science textbooks in support of the Next Generation Science Standards as new texts provide specific supports for our English Learner students. In addition expanded support for secondary textbooks in foreign language and Visual & Performing Arts.

Funds were used to provide home to school transportation for our low income, English Learners, and foster youth students to support student attendance.

Library/Media technician salaries were funded to support access and literacy for low income, English Learners, and Foster Youth students, parents, and staff use of libraries. This supports the success of our students in these populations with increased equity, access to books and technology, supports outcomes for a-g completion and increased results on assessments. In addition, parent engagement increases with the ability to use the library for evening meetings and parent classes.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Updating CJUSD instructional materials is a continuous process, as is reviewing and updating curriculum. The success of this year’s k-12 science adoption provided textbooks for both core and science electives (secondary only). Science curriculums were adopted prior to the March closures, however delivery of some materials was delayed due to school closures and became one of the biggest challenges of the adoption, however all materials were received and distributed by mid-September. Additional textbooks and instructional materials were

purchased to replace missing or unusable materials. The effectiveness of funding for updating and replacing textbooks ensures that the district has sufficient instructional materials for all students and meets Williams requirements. In support of this year's curriculum adoption, additional funding was provided to K-12 for NGSS science materials. Funding was also provided for secondary social studies to support the 2018-19 adopted curriculum. Our Asset Manager works to ensure that curriculum is available to all students and teachers.

Each school site was provided with an allocation of funding to enhance the learning environment. Site allocations were administered based on the number of unduplicated pupil counts and were managed by site administration. Certificated staff continued to augment instructional supplies provided by the site using funds under their direction. This year, funding for each teacher and itinerant staff member was doubled through the use of one-time funding. These funds were successfully used by teachers to augment instructional materials based on the needs of their classroom as well as to purchase needed supplies as we moved to distance learning in the 4th quarter. (5.7)

The district's Human Resources department ensures that teachers are appropriately assigned and credentialed. This provides students instruction from teachers with subject matter knowledge. They also partner with RCOE to provide new teachers with an opportunity to participate in an Induction Program to help them work towards a clear credential. This year, 95 teachers participated in the Center for Teacher Innovation (CTI) Teacher Induction Program which is a two-year program for new teachers. Teachers are supported by a Reflective Coach, either face-to-face with district coaches or online. The district partners with the Riverside County Office of Education who provides a Colloquium at the end of the program where the district was represented by 71 teacher candidates who successfully completed the Induction Program and are eligible to apply for a clear credential. Supporting Teacher Induction effectively ensures that new teachers achieve the training needed to apply for a clear credential and provide students with a fully qualified classroom teacher.

The Maintenance and Operations department continues to work to maintain school sites that are clean and in good repair. The state stay-at-home order proved a challenge as many employees were required to work remotely and not be on school sites A success occurred with our new hire orientation provided to classified staff and professional development increased to include the Alludo platform. The Alludo platform provides classified staff an opportunity to enhance their abilities in short easy to incorporate online lessons.

Human Resources had over 250 classified staff participated and complete the 2019 Classified Boot Camp where a variety of classes were available to improve or enhance skills. Offerings ranged from Google Suite for education to time management. Classified Boot Camp has been considered a success both from the participant and district levels.

There were a few challenges with implementing these actions and services to their fullest. The new employee orientation funds were not spent as it was not needed. The prior year we had over 100 new employees, mostly teachers due to retirements which required an extensive expense for new employee orientation. There were only a handful of new employees and we were able to hold orientation with no added expenses. There is always a challenge that goes with the $250 of funding that allows teachers to purchase classroom and instructional supplies. In 2019-20 we increased that amount to $500 and with the school closures many request came after the district deadline to use

these funds due to purchasing items needed for distance learning so this created challenges for our purchasing department but they were able to support our teachers. Finally, some items were not spent out due to the school closures which occurred during spending deadlines and some purchases were cancelled due to the unforeseen nature of funding and what would be needed moving forward during the pandemic.

Goal 6

Implement all academic content and state adopted performance standards.

State and/or Local Priorities addressed by this goal:

State Priorities: 2
4

Local Priorities: Board Value 3: Quality Staff Development

Annual Measurable Outcomes

Expected	Actual
Implement all Common Core academic content and performance standards and English language development standards adopted by the state for all pupils, including English learners, will be supported by site principal/administrator via observation protocol walkthroughs. Baseline: N/A 2019-20 Metric: N/A	75% of LCAP Survey respondents felt students have access to a comprehensive course of study.

Expected	Actual
85% of teachers will attend staff development on state frameworks, when offered. Baseline: 85% 2019-20 Metric: Maintain 100%	100% of teachers participated in staff development on state frameworks when offered. Staff development on frameworks and standards were offered and completed by secondary Science teachers and elementary teachers who also participated in the new adoption process with new NGSS curriculum. In addition, integrated ELD trainings continued on all sites throughout the district in the form of Instructional leadership teams.
Students' mastery will be assessed on the CAASPP (Grades 3-8, 11). Baseline: • ELA: 34.5% • Math: 21.7% 2019-20 Metric: Percentage of students meeting or exceeding standards: • ELA: 43% • Math: 28%	In English Language Arts (ELA), 38.87% of students scored Met or Exceeded standards on the CAASPP. This was a decrease of 3% resulting in a negative color change on the Dashboard from Yellow to Orange. This performance missed the district goal by 4.1%. In Math, 25.05% of students scored Met or Exceeded standards on the CAASPP. This was an increase of 0.35%, resulting in no color change on the Dashboard remaining Orange. No CAASPP assessment was provided in 2019-20.
Pacing guides and course descriptions are current within the last 5 years. Baseline: • Pacing Guides (K-6): 90% • Course Descriptions -Middle School: 27% -High School: 56% 2019-20 Metric: • Pacing Guides (K-6): 100% • Middle School: 80% • High School: 90%	Elementary pacing guides were developed and used at 12 elementary sites. Teachers also administered periodic assessments on ELA and math to monitor student progress and modify instruction as necessary. Six Colton Cohort schools used their instructional matrix to pace their lessons and administer tests. Additional secondary course descriptions were developed during the 19-20 school year increasing our percentages from 74% to 78% in MS and 84% to 88% in HS.
Academic Performance Index Score: Baseline: % 2019-20 Metric: Suspended	Suspended

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
District provided staff development for teachers on the implementation of CCSS will be funded through Title I and Title II. Title I CCSS staff development Title II CCSS staff development	$ 477,123 Title I Title II Certificated Salaries (1000) Benefits (3000)	$477,123
Periodic benchmark assessments will be administered to students to measure mastery of the Common Core State Standards. Benchmark assessments will be developed utilizing Illuminate and the Assessment Studio/Amplify programs. Funding for Illuminate Funding for Assessment Studio/Amplify	Cross Reference Goal 3 Actions 2 & 3 LCFF Services and Operating Expenditures (5800)	Cross Reference Goal 3 Actions 2 & 3
District provided staff development for teachers on the implementation of ELD state frameworks will be funded through Title III Title III ELD staff development	Cross Reference Goal 2 Action 8 No Additional cost Certificated Salaries (1900) Benefits (3000)	Cross Reference Goal 2 Action 8
Provide additional support to maintain the academic content and performance standards of the Common Core State Standards to students with disabilities by utilizing a curriculum designed for special education students and assessments designed to assess performance on areas addressed in the Individualized Education Plans. One time funds from previous unspent LCAP will will provide additional staff development and materials/supplies ($100,000). Associated costs: Materials and supplies.	$150,000 LCFF Books and Supplies (4000)	$17,764
Continue to implement the CJUSD Next Generation Science Standards (NGSS) K-12 plan which was developed by our leadership team in 2016-17. District science teachers will receive staff development in the incorporation of NGSS into curriculum. Associated costs: Contracted services for NGSS professional development.	$190,100 LCFF Services and Operating Expenditures (5800)	$158,380
Continue the one-day summer staff development opportunity for certificated classroom staff (CampEd). Topics span a wide range from educational technology to student engagement. Associated costs: Consultants, meals & refreshments, teacher stipends & benefits.	$350,000 LCFF Books and Supplies (4000)	$298,632

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
In an effort to reduce the amount of time teachers are out of the classroom for staff development, provide elementary teachers an opportunity to participate in online, project driven staff development. The District will again offer an online professional development opportunity. As it's anticipated that many of the assignments will be outside the establish workday, a stipend or extra duty pay will be provided for participants. One time funds from previous unspent LCAP will be used for professional learning opportunities without subs ($139,000). Associated costs: Certificated salaries and benefits.	$173,000 LCFF Certificated Salaries (1100) Benefits (3000)	$3,548

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds that were budgeted in the LCAP for Actions/Services that were not implemented were used to support students, families, teachers, and staff. The remaining unspent funds will return to the LCAP as one-time funding in 2021-22 and is scheduled to support Elementary Science and Social Studies professional development, These actions and services will support teacher professional development and student achievement and engagement at school.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

As in 2018-19, the district continues its support of state frameworks with a variety of staff development. The district’s science leadership team successfully partnered with WestEd during the district-wide science adoption process. The adoption process began with a paper screening of possible curriculum, followed by a vendor presentation and piloting of proposed curriculum. Once the pilot window closed, the science leadership team evaluated the curriculum based on a pre-established rubric. The subsequent teacher voting and a parent/community meeting proceeded the final adoption. Receiving the newly adopted materials was a challenge greatly impacted by the COVID-19 shutdown and delayed receipt of materials until late August. All grade levels and secondary subjects adopted NGSS aligned materials with the exception of Biology. The district continues the challenge of finding quality materials.

Additional district-wide staff development successes included the Equity Institute, Restorative Practices, ELPAC training, Trauma Informed Practices, and Instructional Leadership Teams (ILT), as well as subject specific and/or grade specific trainings. Both CampEd and Classified

Bootcamp continue to be successful events that allow all staff to attend training without interrupting instruction. Four additional elementary sites piloted the iReady program during 2019-20. They joined Lincoln elementary's successful implementation of the program that provides adaptive online support in both math and English Language Arts. The elementary work-based learning opportunity through Alludo was once again a teacher option for staff development along with the 5 Practices for Orchestrating Productive Mathematics Discussion (OMD5) which supports the implementation of Common Core State Math Standards. Unfortunately, the online work of both Alludo and OMD5 were interrupted or postponed due to the COVID-19 emergency. The biggest staff development challenge of 2019-20 was a direct result of the shutdown. Staff diligently worked to prepare lessons on the use of WebEx and delivering content during distance learning. In response to which, the district offered certificated staff a Their efforts culminated in a week of intensive, staff development prior to opening their virtual classrooms. The District Curriculum Program Specialists (CPS) provided a myriad of online resources and direct instruction. ,as well as small group and one-on-one assistance.

CampEd hosted over 575 certificated staff and over 50 classified instruction staff during this one-day event. NGSS adoption is complete for all grade levels and subjects with the exception of Biology (no acceptable curriculum found), curriculum has been ordered with the intent to implement in 2020-21. Instructional Leadership Teams continue their push-in model to support our English learner (EL) students. The EL CPSes are hosting office hours during distance learning and all CPSes are supporting teachers remotely both during their collaboration time and one-on-one.

The above paragraphs addressed the successes we had with our NGSS frameworks implementation, overall district wide professional development and CampEd, Our biggest challenges were with implementing a consistent assessment program at all levels to support improved monitoring of progress to support improvement. The introduction of i-Ready at four pilot elementary sites proved to be successful and was set to be implemented at all elementary schools by the beginning of the 2021-22 school year which is on track. This will provide a consistent standards based assessment to show growth during the school year. Secondary had success using the ALEKS program for math and were seeing gains in student achievement but did not have consistent assessments provided to all students. Due to the consistent lack of substitute teachers available to provide all professional development the LCAP supported extra-duty pay to teachers to support professional development outside their contract time. Although there were a few professional development options such as QTEL offered over vacations, pre school closures there was little funding used. After schools closed due to the pandemic there were funds used to support professional development during non-contract time but that was supported using monies from the CARES ACT. All other actions and services were implemented as intended.

Goal 7

Promote parental participation, providing opportunities for parental input in decision making processes.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: Board Value 6: Parent and Community Involvement, Community Cabinet 2: Mental and Physical Health and Awareness

Annual Measurable Outcomes

Expected	Actual
Increase/maintain attendance at the three district level parent meetings. Baseline: Average parent participation: 45 2019-20 Metric: Average attendance at district parent meetings: -AAPAC – 18 (maintain) -DELAC – 90 -DPAC – 20 -LCAP PAC -20	Average attendance: AAPAC - 6 DELAC - 160 DPAC - 20 LCAP PAC - 11 (per meeting, 21 per meeting date) Due to the stay at home order and COVID-19, both the AAPAC and DELAC meetings were a combination of in-person and virtual. DPAC and LCAP PAC meetings were completed for the year prior to the shutdown.
Parent LCAP survey on actions & services (effectiveness & recommendations) Baseline: 21.7% 2019-20 Metric: 650 surveys completed	Parent survey responses totaled 368, which is short by 282 responses from the district’s 2019/20 goal of 650 parent surveys completed. We believe that the first day’s technical difficulties damaged the momentum of survey responses and resulted in a lower participation than anticipated.
Expand outreach to parent participation by increasing the number of Parent Cohorts. Baseline: 1 Cohort 2019-20 Metric: 4 Parent Cohorts	Parent Leadership work continued in 2019-20 with the creation of the fourth Parent Cohort. This group of 23 parents embarked on a series of six leadership workshops. Unfortunately, completion and implementation of this program was suspended by the pandemic.
Increase number of views on social media. (Facebook likes) Baseline: 1,797 2019-20 Metric: 3,000	Facebook page followers (different from "likes") 2595 on April 15, 2019 - 3468 on April 13, 2020 = 33.64 % increase

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain two Community Liaison positions (bilingual) to serve as an intermediary to parents and the schools. Associated costs: Classified salaries (2 FTE) and benefits.	$140,580 LCFF Classified Salaries (2000) Employee Benefits (3000)	$144,602
Provide homeless families with connections to support services designed to keep their students in school. Homeless student support program	$100,000 LCFF Books and Supplies (4300)	$23,718
Continue parent engagement opportunities through district and site parent meetings. District parent groups include: DELAC, AAPAC, DPAC, and LCAP PAC. Site parent groups including committees such as ELAC, SSC, PTA, and booster organizations.	No additional budgeted expenditures N/A N/A	N/A
Continue to provide parent involvement opportunities to parents of students with disabilities through the IEP process.	No additional budgeted expenditures.	N/A
Maintain the district Communications Specialist position to facilitate open communication with parents, through social media, web presence, community events, and at school events. Associated costs: Classified Communications Specialist salary and benefits.	$105,368 LCFF Classified Salaries (2000) Employee Benefits (3000)	$109,518
The district will host parent workshops designed to engage parents in the educational environment by increasing their understanding of the new educational standards. Parent Workshops	$19,000 LCFF Books and Supplies (4000)	$8,334

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds that were budgeted in the LCAP for Actions/Services that were not implemented were used to support students, families, teachers, and staff. Funds for these actions and services supported their implementation. Minimal funding was not expended and will return to the LCAP as one-time funding in 2021-22.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

To address the challenge of parent participation, LCAP Parent meetings increased this year to include both morning and evening opportunities to participate. The morning meetings were held at the middle schools throughout the district on a rotational basis. Morning LCAP parent meetings were very well received, at times drawing a larger audience than their evening counterparts. The January meetings were not as well attended as those in the fall and we were unable to hold our final parent meeting of the year at JBMS due to COVID-19, the governor's stay at home order, and suspension of the 20-21 LCAP. The average attendance was 11 parents per meeting, however the average attendance per meeting day was 21.

The Family Engagement Program Manager conducted district wide in-person parent meetings for African American Parent Advisory Committee (AAPAC), District English Learner Advisory Committee (DELAC), District Parent Advisory Committee (DPAC), and the Dual Immersion Parent Network (DIPN) successfully integrating relevant topics into each agenda. During the 2019/20 school year, she hosted an additional 45 topic specific workshops (either in-person or virtually) were provided for our parents and families. These included: General Parent WebEx Events, Dual Immersion resources (Grimes families), Incoming Freshman Parent Orientation (high school), Value of Dual Immersion for the 21st Century, Community Outreach, Student Wellness, and the Parent Leadership series, as well as parent workshops for K-6 ELA and K-6 Math. Many workshops offer a morning and evening option and are provided in both English and Spanish.

The district successfully transitioned to effectively interacting with the families we serve during the pandemic . The role we have played to support our families during this time of academic, social-emotional, financial, and physical challenge has been crucial to them. Lines of communication were opened which proved to have an empowering impact on our community. Parents look to us for current, relevant information and resources to support them during this time. Our parent meetings have included information, topics and training opportunities which have relieved parents of some of the pressure they experience in a moment of anxiety, uncertainty, imposed adaptation, social restrictions, technology demands, financial need, health concerns, pain, grief, etc. The parent relationships established prior to the shutdown, transitioned well to virtual interactions. Relationships built with new parents are an asset to them and certainly an asset to us. Virtual meetings have provided input from parents who in the past were unable to connect due to meeting times or logistics. The relationship of trust that favors their well being, as well as that of their students, serves to guide our actions to meet their needs. The transition to virtual meetings included an open chat feature to answer questions and a Q&A segment after the presentation. Parents feel affirmed and motivated to keep going and assured that we consider them equal partners in the education of their students and treat them accordingly. They know they are not alone. The parent engagement program Manager has received hundreds of emails from parents needing support and responded to every single one until

the matter is resolved. CJUSD has been able to offer academic, financial, food, health services, mental health services and other resources as needed. Parents who prefer to communicate via phone also have reached out to address their needs and questions. Many of these interactions result in a connection with their child's teachers, site administration, and more importantly, result in their needs being met. It is an honor and a privilege to serve this community.

The Community Liaisons successfully transitioned to supporting both students and families during the pandemic as they continued to bridge the gap between our low income families and available resources both inside and outside the district. They also supported our homeless, foster youth, and English learners during in-person instruction to help ensure their school experience was a success.

Communication is a vital component of student success. The Communication Specialist ensures that parents, students, and the community are aware of district happenings. The success of the annual College fair and Reading Con was evident in the growing attendance and student participation in workshops/discussions. The district's Community Cabinet, hosted by the Communications Specialist, meets quarterly throughout the year. These events highlight community connections and student work to maintain a tie between CJUSD and the community. The challenge of maintaining that connection via virtual meetings continued through the end of the year, as we learned and adapted to the new environment.

Goal 8

Support the mental and physical health needs of students.

State and/or Local Priorities addressed by this goal:

State Priorities:

6

Local Priorities: Community Cabinet 2: Mental and Physical Health and Awareness

Annual Measurable Outcomes

Expected	Actual

Expected	Actual
Increase participation in the LCAP Survey to 5,000 responses. Baseline: 417 Surveys 2019-20 Metric: 5000	The district once again partnered with Hanover Research for the 2019/20 LCAP survey. Survey questions were research driven and analyzed by an independent third party. While the district received over 4,000 survey responses, this was short of the 5,000 response goal. On the opening day of the survey there were some technical difficulties which allowed people to begin the survey, but would not allow for completion. Even if they retried. This was quickly remedied and the survey was left open an additional week, however we were not able to recoup the momentum.
Number of mental health resources available. Baseline: 10 2019-20 Metric: Maintain 22	For the 19/20 school year, the district employed one Behavioral and Mental Health Manager, one Licensed Clinical Supervisor and contracted hourly, a second Licensed Clinical Supervisor. In addition, a total of 29 Mental Health interns were utilized to provide services to approximately 475 students.
Total number of itinerant school nurses will remain at eight. Baseline: 100% 2019-20 Metric: Increased the total number of nurses to nine for 2019-20.	The district currently maintains 9 nurses who provide health services to both general education and special education students at the 28 schools in the district as well as students in Non-Public Schools and Private schools.
Health assistants will be maintained at six hours per day. Baseline: 98% 2019-20 Metric: Maintain minimum of 98%	Health assistants work 6 hours to ensure health services are provided throughout the student day to all schools. These services consist of healthcare, medication dispensing, procedures ordered by physicians and any and all other health related treatment and care. The district maintains the 98% rate, as two assistants are unavailable for the additional hours.
PBIS School Climate Survey. Baseline: N/A 2019-20 Metric: District score: Maintain 3 or higher	CJUSD administers the PBIS School Climate Survey to students in grades 3-12. The survey is part of PBIS Assessment, which is part of the SWIS Suite. The survey measures student perception of school climate. Examples of questions include, but are not limited to: I like school, Teachers treat me with respect, I feel safe

at school, Students treat each other well etc. The mean scores are from 1 (lowest) to 4 (highest). Elementary Schools: Overall mean score = 3.14 Overall for Hispanic Students =3.16 , Black/African American Students = 3.11 , White Students=3.18. Middle Schools: Overall mean score = 2.90 Overall for Hispanic Students =2.92, Black/African American Students=2.69, White Students=2.77. Comprehensive High Schools: Overall mean score = 2.78 Overall for Hispanic Students =2.81, Black/African American Students=2.81, White Students=2.72. Alt Ed Schools: Overall mean score = 2.98 Overall for Hispanic Students =3.02, Black/African American Students= 2.98, White Students= 2.93. The Fall 2019 scores on the PBIS School Climate Survey have changed up or down less than .1% as compared to the Fall 2018 scores. We still need to focus on creating a climate where students feel safe at school- specifically at the secondary school sites. This continues to be our lowest scoring area. Elementary school sites' data show that students have a higher perception of positive school climate in all areas than do secondary students. The data also shows that the perception of school climate as positive declines from elementary to middle and declines further from middle to high school. Secondary school sites need to focus on improving Tier 1 PBIS practices related to school climate (revisit expectations, 5:1 positive to negative feedback, recognizing and reinforcing expected behaviors), and addressing students who are not responding to Tier 1. Our comprehensive high schools are our biggest area of concern when it comes to a positive school climate. Higher scores were seen by elementary, middle, and comprehensive high school students in the area of "Teachers treat me with respect". Comprehensive school sites need to continue work on student perception regarding “There is an adult at school that I can talk to if I need help" as those scores are not at a "3" which is our goal. All secondary sites need to

work to address students' feeling of safety at school. All secondary sites scored less than a "3" which is our goal.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain four school nurses to meet the health needs of students. Associated costs: School Nurse salaries (4 FTE) and benefits.	$401,263 LCFF Certificated Salaries (1000) Employee Benefits (3000)	$399,022
Maintain the on-site health support available to students by increasing Health Assistant hours to a total of six hours per day. Associated costs: Health Assistant supplementary hours, salaries and benefits.	$462,768 LCFF Classified Salaries (2000) Employee Benefits (3000)	$481,496
Maintain the mental health support system for students through the addition of a licensed clinical supervisor position. This position will oversee internship students within the same field to expand the number of students receiving services. These positions will integrate with Student Services and Pupil Personnel Services to provide support for students academically, socially, emotionally and mentally. Associated costs: Behavioral & Mental Health Manager classified salary and benefits.	$158,332 LCFF Classified Salaries (2000) Employee Benefits (3000)	$164,849
In an effort to stay competitive, the District will continue to offer both Speech Therapists and Psychologists . A stipend will be provided for Speech and Language Therapists and Psychologists as both a recruitment tool and a retention incentive. Associated costs: Certificated salaries and benefits.	$578,674 LCFF Certificated Salaries (1000) Employee Benefits (3000)	$407,891

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds that were budgeted in the LCAP for Actions/Services that were not implemented were used to support students, families, teachers, and staff. The remaining unspent funds will return to the LCAP as one-time funding in 2021-22 and is scheduled to support mental health training for counselors, a Kelvin License for social emotional learning support, and extra-duty for needed staff. These actions and services will support teacher professional development and student achievement and engagement at school.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

THE PBIS SCHOOL CLIMATE SURVEY:
The Fall 2019 scores on the PBIS School Climate Survey have changed up or down less than .1% as compared to the Fall 2018 scores. We still need to focus on creating a climate where students feel safe at school- specifically at the secondary school sites. This continues to be our lowest scoring area. Elementary school sites' data show that students have a higher perception of positive school climate in all areas than do secondary students. The data also shows that the perception of school climate as positive declines from elementary to middle and declines further from middle to high school. Secondary school sites need to focus on improving Tier 1 PBIS practices related to school climate (revisit expectations, 5:1 positive to negative feedback, recognizing and reinforcing expected behaviors), and addressing students who are not responding to Tier 1. Our comprehensive high schools are our biggest area of concern when it comes to a positive school climate. Higher scores were seen by elementary, middle and comprehensive high school students in the area of "Teachers treat me with respect". Comprehensive school sites need to continue work on student perception regarding "There is an adult at school that I can talk to if I need help" as those scores are not at a "3" which is our goal. All secondary sites need to work to address students' feeling of safety at school. All secondary sites scored less than a "3" which is our goal.

The district's Mental Health program is overseen by the Behavioral and Mental Health Manager which continues to be a major success for the district. In 2019-20, the district contracted with a second Licensed Clinical Supervisor to provide intern oversight. This increased the district's mental health resources which grew to service over 100 more students than in 2018/19. The COVID-19 pandemic and subsequent shutdown provided the program's biggest challenge for the year. The Mental Health team began delivering services virtually to fill the need that grew with the uncertainty. The team was successful in delivering the services but it was challenging to seek out those students in need of the services if they were not referred by teachers or engaged in distance learning.

Nurses and health assistants continued to support students at the school sites. With the advent of COVID-19 the nurses transitioned to support remote student & staff safety.

The only challenges that happened implementing these actions and services were as the school closures occurred. Delivering services virtually was initially challenging as parents were being made aware of services available. Once informed students, parents, and teachers began using their services but it was difficult to engage the students who did not show up to school the remainder of the quarter.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Providing PPE (CARES Act) Geared toward our socio-economically disadvantaged students, supplies for hybrid learning & safe return to the classroom. This action is not currently in the budget but will be included with the First Interim Report.	$46,816.56	$46,816.56	Y
Classroom/school cleaning (hazard pay, benefits, and supplies) (CARES Act) This action is not currently in the budget but will be included with the First Interim Report.	$1,000,000.00	$826,569	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

CJUSD provided Personal Protective Equipment (PPE) to all school and district sites to support the parent engagement work that happened at schools sites when parents and students were brought to campuses to obtain or exchange textbooks, Chromebooks, and materials. CJUSD provide PPE, as well as safety supplies, and equipment to the four sites that brought in small cohorts of students that included English Learners, Special Education students, foster and homeless youth, low-income, and disengaged students. Classroom/school cleaning (hazard pay, benefits, and supplies) were provided throughout the year to classified employees who maintained our schools sites. There were no

differences in what was planned and what was carried out since we implemented the plan as devised. Less funding was necessary for classroom/school cleaning as we did not return to full time in-person learning, instead staying in distance learning with expanded support during the final month of the school year in the form of small cohorts for targeted students.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Due to the COVID-19 pandemic CJUSD spent the entire 2020-2021 school year in Distance Learning. The numbers of COVID cases in the cities we serve stayed high throughout the 3rd and into the 4th quarter. Therefore, it was determined to stay in distance learning for the remainder of the year to provide stability to our students and families. However beginning on April 28, 2021, the district brought in small cohorts of special education, English Learner, Foster, and Homeless students for assistance with distance learning. Four school sites with approximately 60 students each began coming to school to work with a substitute teacher and instructional aides, who provided additional support while students participating in online instruction. Results showed an increase in participation from these students and overall students were happy to be back at school with some of their classmates. This process also allowed our administrators on site to begin to understand some of the challenges that may exist in the Summer when during "Summer Camp" and in the Fall, when we come back to full time in-person instruction. The challenges that were identified included site and classroom logistics (student/staff traffic flow on campus), ordering needed school materials (supplies, equipment), and acquiring necessary safety resources (PPE, desks, desk and table shields).

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Servers to support DL includes upgrades to safety and to support instruction and learning for unduplicated students during DL (CARES Act) This action is not currently in the budget but will be included with the First Interim Report.	$1,325,482.71	$1,325,482.71	Y
WebEx License provides the online meeting place for all stakeholders in support of all students including unduplicated. (CARES Act) This action is not currently in the budget but will be included with the First Interim Report.	$667,210.00	$133,440.00	Y

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Screencastify provides support for instruction to allow teachers to implement improved online lessons to students. (CARES Act) This action is not currently in the budget but will be included with the First Interim Report.	$21,000.00	$21,000.00	Y
Odysseyware provides support for students who select Facilitated Online Learning and is used as the learning platform for grades 7-12 (CARES Act) This action is not currently in the budget but will be included with the First Interim Report.	$146,500.00	$146,500.00	N
SeeSaw provides support for students K-2 to support instruction, learning and the sharing of information between teachers and students. (CARES Act) This action is not currently in the budget but will be included with the First Interim Report.	$23,375.00	$23,375.00	N
Print Shop - provided for printing of Instructional Materials after Spring Break for unduplicated students who did not have internet access or a computer during the transition to distance learning. (CARES Act) This action is not currently in the budget but will be included with the First Interim Report.	$25,207.01	$25,207.01	Y
Spring Break Planning for move to distance learning for teachers to plan and prepare for return of students in DL model- certificated stipends (salary & benefits) (CARES Act) This action is not currently in the budget but will be included with the First Interim Report.	$122,126.83	122,126.83	Y
DL Hazard pay & stipends, for essential employees working during this time of uncertain safety. (classified salary & benefits) (CARES Act) This action is not currently in the budget but will be included with the First Interim Report.	$145,096.76	$145,096.76	Y

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Curriculum Planning- Summer planning for teachers to redesign curriculum maps and assessment plans for the return to Distance and then hybrid learning. (CARES Act)This action is not currently in the budget but will be included with the First Interim Report.	$84,456.00	$84,456.00	N
DL ET/OT Security, M&O, IT classified to support essential jobs and overtime needed during the COVID-19 pandemic (CARES Act) This action is not currently in the budget but will be included with the First Interim Report.	$49,606.32	$49,606.32	Y
Chromebook Distribution -extra duty to pay for support for distribution chromebooks to students and parents in a drive up mode. (salary & benefits) (CARES Act) This action is not currently in the budget but will be included with the First Interim Report.	$85,658.00	$65,532.98	Y
Certificated Internet Stipends for teachers to support home use of their internet during instruction(per month 1200 x50) (CARES Act) This action is not currently in the budget but will be included with the First Interim Report.	$60,000.00	$60,000.00	N
Classified Internet Stipends for classified staff to support home use of their internet working remotely (CARES Act) This action is not currently in the budget but will be included with the First Interim Report.	$100,000.00	$100,000.00	N
WiFi installation: 4 Middle and 1 Elementary School for parking lots to support Unduplicated pupils with access to wifi as needed. (CARES Act) This action is not currently in the budget but will be included with the First Interim Report.	$75,000	$38,296.55	Y

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
15,500 Chromebooks distributed to unduplicated students to support distance learning from home (site & district LCAP/Title I/CARES Act) specific to providing instruction and up-to-date online instructional tools for low income, English Learners, Homeless, and Foster Youth CARES Act funds not currently in the budget but will be included with the First Interim Report.	$5,425,000	$5,439,476.25	Y
Hotspots 1,000 in Spring plus 2,500 in Fall. 1-year of service. August: increase by $300,00 for unlimited data Fall: additional 2,500 hotspots (CARES Act) focused on providing connectivity to low-income, Foster Youth, Homeless, and EL students This action is not currently in the budget but will be included with the First Interim Report.	$145,700, $300,000, $320,000	620,000	Y
Alludo: CJUSD Connect (CARES Act) This action is not currently in the budget but will be included with the First Interim Report.	$35,000.00	$35,000.00	N
iReady Program for assessing students and learning loss diagnostics (CARES Act & Low Performing Student Block Grant [LPSBG]) CARES Act funding is not currently in the budget but will be included with the First Interim Report.	$278,492.50	$277,491.50	N
Cost of Programs for Summer PD: Orenda, EL math grant, TEL, Illustrative Math, Q-TEL (Title I, CSI, LPSBG, EL Math grant)	$175,000.00	$175,000.00	N
Summer PD Teacher Stipends (Title I, CSI, LPSBG, EL Math grant, etc.)	$101,334.69	$101,334.69	N
IT Call Center for technical support for teachers, parents, and students (CARES Act) This action is not currently in the budget but will be included with the First Interim Report.	$62,042.00	$52,862.80	Y
CISCO WebEX Phones for all teachers and staff working remotely to contact parents. (CARES Act) This action is not currently in the budget but will be included with the First Interim Report.	$109,440.00	$109,440.00	N

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Kami online software to support student work on editing documents in courses including unduplicated students. (CARES Act) This action is not currently in the budget but will be included with the First Interim Report.	$33,450.00	$33,450.00	Y
Laptops provided to teachers for Instruction (cert & class), specific to providing instruction and up-to-date online instructional tools for low income, English Learners, Homeless, and Foster Youth. (CARES Act) This action is not currently in the budget but will be included with the First Interim Report.	$371,453.93	$371,453.93	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

All actions/services were implemented as planned. Any slight differences in expenses is due to costs not meeting expectations. Unused funding will be reviewed in 2021-22 as needs change.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction:
Successes: CJUSD provided continuity of instruction to ensure access to full board adopted curriculum as our students spent the 20-21 school year in Distance Learning (DL). Over 70% of parents, staff, and students surveyed were satisfied with their access to tools and technology at home and over 60% satisfied with online instruction. Planning committees of more than 100 teachers, counselors, support staff, and administrators were assembled to design and develop DL plans. The district ensured consistency among teachers in the delivery of instruction by giving teachers approved academic and technology resources, PD options, and district teachers and administrators being present in the classrooms.
Challenges: One challenge to continuity was that some students lacked reliable internet access once DL began, thus, resulting in some students struggling to participate.

Access to Devices & Connectivity:
Successes: CJUSD provided Chromebooks to all students Preschool through grade 12 and had processes in place to support returns and

replacements. Hotspots were provided to students without internet access or when there were multiple students in residence. More than 15,000 Chromebooks and 2,000 hotspots were checked out. CJUSD met the connectivity needs of its English Learners, Foster Youth and low-income students through district-wide and individual outreach, emphasizing students and families with unique circumstances to ensure access to devices and connectivity for all students. This system was successful as approximately 79% of parents, staff, and students responded on the DL survey that they were satisfied with access to tools and technology.
Challenges: One area of the district, in a canyon, lacked consistent access and was a factor in providing parking lot Wi-Fi at some sites. If students could not connect, the site provided work in paper form.

Pupil Participation & Progress:
Successes: Each school site created Re-engagement teams that were composed of certificated and classified staff. Another 20-21 Success was our Behavioral and Mental Health program which saw the need for students to reach out for help while not on campus. The District created the CJUSD Emotional Support Hotline (ESH) which received 120 phone calls from parents and/or students requesting emotional support resources.
Challenges: Challenges included an average 6.6% of our student population that was absent 60% of the time for the 20-21 school year. The list of students that meet these criteria were provided to the school sites and their Re-engagement Teams every two-weeks to provide targeted student outreach and interventions. The trends regarding barriers to student attendance and participation that families experienced throughout the 20-21 school year are similar across all grade levels and include the following: Internet connectivity and low bandwidth issues, parents/caregivers are not tech savvy and had difficulty assisting students, multiple students in the home trying to access school at the same time, illness, social-emotional and mental health concerns, families in crisis, family concerns regarding loss of employment, financial struggles, deaths related to COVID, stress, anxiety, and a general feeling of being overwhelmed, lack of daily Spanish speaking support for parents during instructional time or after school, students having difficulty structuring their day for asynchronous assignments, older students assisting younger siblings while attempting to participate in their own classes.

Distance Learning Professional Development (PD):
Successes: CJUSD emphasized PD to aid teachers in delivering high-quality instruction for our students. Since all PD was done using online programs data showed 3000+ Google Classrooms initiated by teachers with 6000+ posts daily. We used the Alludo learning platform to support 804 teachers and staff who enrolled and completed 1978 hours of PD, completed 778 missions, and 7742 learning activities. In addition, school sites provided weekly PD during staff meetings and collaboration time. Other PD offerings were maintained through our CPSs and included development of a digital hub for classes on our district intranet, use of online components of curricular programs, use of the district's Learning Management System (Google Classroom and PowerSchool), Q Communications, use of screen casting and other programs, Kami or Nearpod, to deliver personalized teacher instruction, best instructional practices for online learning, and grade level and subject-specific trainings and collaboration. Language Support Services (LSS) provided virtual and ongoing PD for teachers of English learners. In addition, Illustrative Math and Quality Teaching for English Learners (QTEL) were trainings offered to help teachers amplify English learner's linguistic and content area skills. Training was provided for all special education teachers and related service providers on how to provide special education and related services through a DL format. Frequent districtwide check-in meetings for all special education staff to

provide ongoing information related to changes that occurred due to COVID.
Challenges: The only challenges to PD were changes to format and timings due to being online and trying to provide breaks throughout the sessions. Many teachers and staff would have preferred in-person and missed that connection to others online.

Staff Roles & Responsibilities:
Successes: District staff primarily worked remotely as the district offices and school sites opened to the public between 8:00 AM to 12:00 PM, however, all staff were available to the public through email and phone through the duration of the work day. At the start of the fourth quarter of instruction, staff resumed public hours of 8:00 AM - 3:15 PM. Teachers and most of the district and school staff worked remotely. Principals worked with staff to assign other duties including communication with staff, students, and parents. On school sites, non-classroom certificated staff, including administrators, counselors, and teachers-on-assignment were supporting all aspects of distance learning. These staff members ensured all students were given textbooks, Chromebooks, hotspots, and other resources needed to be successful.
Challenges: Due to everyone working remotely, at times there were challenges communicating effectively with our school sites and with our community. Some jobs could not be done remotely and were not able to be accomplished while in this environment.

Support for Pupils with Unique Needs:
Successes: All needed instructional materials were handed to students to work remotely. ELD designated and integrated instruction was scheduled. To the extent possible, supports such as instructional assistants, continued for our EL students to access curriculum. A homework helpline (K-12) was developed for learners who needed additional support. In April, we brought back a targeted group of special education, EL students and foster youth (240 students) for in-person instruction based on need. All Special Education students other than the moderate-severe students were offered 100% of their Specialized Academic Instruction (SAI) minutes on their IEP through Asynchronous and Synchronous instruction. GATE site leads from each elementary school site worked with the district coordinators through meetings, monthly newsletters and a GATE website to continue differentiated instruction for GATE students. Immediate enrollment was directed for all students identified as McKinney-Vento Homeless and Foster Youth. Chromebooks were given to all students, and wi-fi hotspots were provided. Lunch grab and go meals were available at 16 school sites throughout our communities.
Challenges: Many parents expressed concerns with these SAI and IEP services and there were barriers to providing related services using a DL format. Speech therapy was somewhat difficult due to no shows and connection issues

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Tutoring by ASES staff (ASES grant funded, site specific)	$23,243,251	$23,243,251	N
Tutoring & Homework Hotline (district-wide) (CARES Act) focused towards socio-economically disadvantaged students and increasing proficiency. This action is not currently in the budget but will be included with the First Interim Report.	$2,000,000.00	$105,072.96	Y
Counselors (LCAP) principally directed towards supporting the unduplicated student groups.	$4,206,651.00	$2,195,251.00	Y
CPS (PPS, LCAP, TITLE I, TITLE II, TITLE III) specific to providing staff development and up-to-date online instructional tools to teachers in support of unduplicated student groups.	$2,216,886.00	$2,174,489.00	Y
TOA'S (LCAP, SITE SUPPLEMENTAL, TITLE I) providing tutoring and teacher support specific to the unduplicated student population	$6,074,349.00	$6,833,993.00	Y
Language Assessment Specialists (3) -LAS (LCAP) proficiency testing specific to EL students	$237,415.42	$246,911.00	Y
Instructional Assistant - B(15) Bilingual (Site Supplemental - 14 sites) specific to EL students	$561,557.93	$584,019.00	Y
Ellevation (LCAP) specific for English learner students	$92,695.31	$48,201.56	Y
Forecast 5 (CARES Act, LPSBG) $99,020.00 -TOTAL CARES ACT funding is not currently in the budget but will be included with the First Interim Report.	$33,020.00	$33,020.00	N
Language Line PPS and LCAP specific to English learners and their families	$18,000	$28,000.00	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The expenditures for Tutoring by ASES staff were expended as planned and contracted. ASES spent the year working with small groups of students at assigned sites and provided tutoring support as needed.

The district's Homework Hotline was available to students Monday-Thursday and was staffed by district grade/subject level teachers. Over 1500 students took advantage of the opportunity to work with a teacher either one-on-one or in small groups. Support was provided for all grade levels, elementary, middle, and high school, and deemed a success by both participating staff and students. Budgeted funds were based on estimates and projections far exceeded need. Additional tutoring opportunities were offered on a site by site basis after school and on the weekends and were provided through the ASES program by Think Together.

Elementary and English learner (EL) counseling services' initial budget inadvertently included positions that were not LCAP funded. Therefore, the difference between the budgeted amount and expenditures was dramatic. The estimated actuals only reflect the LCAP funded counseling and EL counselor costs. Counseling was provided throughout the year to students in need of services at each site similar to all other years with the difference being through online channels.

Curriculum Program Specialists (CPS's) in the areas of Special Education, Language Support, Technology, Elementary, and Secondary subject-specific led the curriculum writing teams throughout the year, provided teachers with technology support in their subject areas, supported sites with assessments and State testing, and supported teachers with instruction. The difference in budgeted and expended occurred due to less extra duty hours than what was initially budgeted.

The expenditure for TOA's at the school sites were over-budgeted due to the extra-duty support provided to unduplicated students and teachers at school sites. These costs were incurred due to the extra time it took to coordinate, prepare, and work with students in a virtual environment.

At the elementary level, TOAs (Teacher on Assignment) worked with students in small groups to address learning loss. They monitored student progress and provided differentiated instruction and supported the efforts to re-engage students who were not getting online and joining classes.

At the Secondary level TOA's provided subject specific support in core courses, specifically for unduplicated students. TOA's regularly followed up with students who were not participating in school and supported interventions for individual and small groups of students. In addition, TOA's supported teachers with instruction in classes where unduplicated students needed additional support.

The expenditures for three Language Assessment Specialists were over the budgeted amount due to a retroactive salary increase and one-time increase. The language assessment specialists worked with new students throughout the year to complete initial ELPAC assessments to determine students language needs and supported summative ELPAC assessment that was done online for English Learner students.

Bilingual Instructional Assistants (15) were provided to sites that worked specifically with our English Learner population. Bilingual Assistants provided specialized instructional support to address learning loss. Language Support Services (LSS) monitored all English learners and RFEP students at the end of quarter one and quarter three and identified all struggling EL and RFEP students. Teachers were asked to identify additional scaffolds and supports the students may benefit from during distance learning and aides worked with students to support their needs. These expenditures also were over the budgeted amount due to a retroactive salary and one-time increase.

Funds expended for the Ellevation program were lower than expected due to a decrease in the cost of the program. Ellevation is a data program that works with our student information system to provide forecasting and up to the minute data and information on the performance specifically of our English Learner students. This program is used throughout the year to identify struggling English Learners so that proper support can be put in place.

Forecast 5 was similarly purchased to provide forecasting and success data for all students and programs. Much of the year was spent setting up the program and inputting data. As we roll this program out for 21-22 we will continue to add data points for more information and will be able to identify struggling students faster and be able to target support and re-engagement strategies.

As we moved to distance learning more communication was necessary from school sites to parents and families of English Learners to provide support and access to our online environment. Therefore, our sites used the language line more frequently in the past which increased the costs associated over budgeted amounts. Language line provides translation services over the phone so staff and teachers could communicate with families.

Overall the positive balance remaining in the expended items for pupil learning loss were used to offset the overages in other areas, e.g. TOA costs, Language Assessment Center, instructional assistants, and the language line.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

At the elementary level, successes included classroom teachers collaborating with Teachers on Assignment, Special Ed Teachers, and Counseling Staff to use cumulative data from diagnostic assessments, grade-level benchmarks, attendance data to inform a plan of instruction and intervention. Intervention programs such as iReady were used to support students as necessary. Other resources used to address learning loss included after-school tutoring through Think Together and homework hotline weekday evenings were used to support students. Analysis of the i-Ready diagnostic data demonstrates that 87% of the students have fully completed both the ELA and math diagnostic assessments. A comparison of the Fall diagnostic data with the Winter diagnostic data demonstrates that in ELA the percentage of students who are at grade level increased from 32% to 37%. In math the percentage of students performing at grade level increased from 19% to 24%.

We felt the use of the I-Ready program in its first year of implementation district wide for diagnostics was a success. The challenge is not having a prior year of data. While the data is positive in the fact that student learning increased we do not know if it increased at the same rate as prior years and it does not address students to dis-engaged from learning if they did not take the assessment. To address learning loss and re-engage these students, elementary schools will host in-person summer school at 7 sites with approximately 900 total enrollment to support students filling gaps in learning created this year and support them getting to grade level.

At the secondary level, analysis of the diagnostic and various assessment data was not statistically significant due to the inconsistency of assessment distribution timelines and participation. Although agreements were made regarding assessments for learning loss, sporadic implementation from site to site did not yield analytical results to compare across the district. The only data available to use for progress is the PSAT results. These results were mixed overall from the year prior as the number of students who met the benchmark increased from 15% to 22%, students meeting the EBR benchmark decreased from 36% to 21% and students meeting the Math benchmark increased from 17% to 31%. The challenge of a lack of a consistent method of assessment to provide diagnostic data for the district and school sites to work from led to the decision to purchase NWEA MAP assessment suite for 2021-22 and beyond to provide a consistent model of assessment similar to I-Ready for the elementary. Middle and high schools will also host a virtual summer school for students to address learning loss at the middle school level and to make up credits at the high school level.

In addition to what elementary and secondary provided all students, which included English learners, Language Support Services (LSS) monitored all English learners and RFEP students at the end of quarter one and quarter three and identified all struggling EL and RFEP students. Teachers were asked to identify additional scaffolds and supports the students may benefit from during their distance learning. LSS staff through continued monitoring identified that the learning loss for English learners persists and have developed plans for continued work to get students to grade level.

Analysis of learning loss for special education students is ongoing and determined at each individual IEP meeting based on progress on previous goals and current assessment data. Students with more significant disabilities are experiencing learning loss much more than students with less severe disabilities due to the fact that the SB 98 required minutes, which decreased students instructional minutes especially for those with all day special education SAI minutes.

Student engagement amongst our Foster and McKinney Vento Homeless youth was occurring and students were actively participating at our Elementary school sites. Having the Chromebooks and hotspots available and quickly distributed was a great contribution to this. The biggest tool in maintaining a connection between school, district, student and family is communication. Using phone calls, emails and text messages became the most effective way in communicating with students and families. Having multiple means of communication is of great importance and will be of great support moving forward. The use of our Parent Portal is beneficial since it aids in communicating with parents not only via phone calls but also via email. This tool also helps parents become familiar with our Q system and to be able to access their student information like current attendance, behavior, missing assignments and notes from latest progress reports and semester grades.

Our McKinney Vento Homeless students in the secondary sites showed 30% Chronic Absenteeism, and our Foster Youth at Secondary sites showed 25% Chronic Absenteeism. In collaboration with school counselors, site foster and homeless liaisons, Case Management from Behavioral and Mental Health and our office; communication with students was made to ensure basic needs were being met. If requests were made for basic needs, resources were offered or were linked to community agencies. If further guidance was needed, referral to our Case Management at Behavioral and Mental Health were made. The Homework Hotline was available after school, with the High School students' window from 6 pm - 8 pm, Middle School from 5 pm - 7 pm and Elementary from 4 pm - 6 pm. Teachers also had office hours available for additional assistance and tutoring.

As we continue to address the learning loss that occurred this year through summer school elementary summer school students will be given a pre and post assessment on the English and Math standards that were the focus of summer school. Middle school students will complete work in English, Math, and Science on remedial standards to support grade level knowledge. High school students will be completing online courses with a focus on students needing credit-recovery.

Finally, as the 2021-22 school year begins, learning loss will be assessed through completion of diagnostic assessments during the first weeks of the school year. Plans will be made from this diagnostic to develop additional support for students.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

From the onset of distance learning, the District's Department of Behavioral and Mental Health operated in a tiered system to ensure that students received the appropriate services and level of care required for their mental health needs. Community agencies and county supports such as South Coast Community Services, the Department of Behavioral Health, and the Community Crisis Response Team were engaged for those students requiring a higher level of care. Throughout distance learning, the referral process for mental health services was streamlined to remove barriers that may delay the delivery of services to students, and services were provided via Telehealth. The program's successes during 2020-21 included maintaining the number of Mental Health referrals, implementation of the Mental Health hotline, Wellness Wednesdays for staff, connecting with students through social media platforms, and collaboration with the district's Parent Engagement Manager to offer Mental Health presentations and strategies for emotional health.

During 2020-2021, the CJUSD Department of Behavioral and Mental Health received over 400 mental health referrals requesting services for students from all 28 sites (k-12th grade), and also received various mental health referrals requesting services for parents/caregivers. Of the student referrals, 137 were specifically for students identified as New Comer and English Language learners. In addition to New Comer and EL groups, LGBTQ+ social support groups were coordinated during the second semester for secondary students on a voluntary basis. Based

on the referral data, three general trends emerged this school year as most prevalent for students: 1) Difficulties with school (emotional difficulties adjusting to online learning, lack of motivation & loss of interest towards school resulting in academic issues, & isolation from friends), 2) mood disturbances (anxiety, depression, frequent mood changes & high risk behaviors (self-injury & suicidal ideation), and 3) grief and loss issues.

At the start of the new school year, the Mental Health program launched an internal Emotional Support Hotline (ESH) in order to streamline mental health services for CJUSD students. The Hotline was established to provide basic emotional support and crisis intervention for students, and to connect students and parents to mental health resources as needed. Throughout the school year, the CJUSD Emotional Support Hotline received 120 phone calls from parents and/or students requesting emotional support and resources. Various students and parents who contacted the Emotional Support Hotline were triaged to the District's Mental Health Department or to community agencies and resources as needed. The Mental Health program used social media, and worked with the District's Communications Department to share the ESH resources with parents and students throughout the District. Based on trends from screening information, phone calls to the ESH were primarily focused on concerns about students experiencing emotional distress (i.e. anxiety, depression, stress) and ongoing struggles to adapt to distance learning. Several students expressed feeling isolated (from peers & school staff) and lacking social outlets, while parents expressed challenges in motivating their students academically, socially, and emotionally. Thus, in order to support parents with the social and emotional needs of their children during distance learning, the Mental Health Program worked with DELAC and AAPAC and provided over 4 presentations with an average of 30 parents in attendance. These presentations focused on basic mental health awareness and strategies to support the social and emotional wellness of their children.

In addition to emotional supports, our Department of Behavioral and Mental Health also provided basic need resources and case management supports which included: resources for low income housing, funeral assistance/resources due to COVID-19 losses, tutoring supports for students, assistance with Medical resources for uninsured families, mental health resources and triage for parents and students in crisis and needing a higher level of care, resources for domestic violence victims, and employment resources for parents/caregivers. Our Case Management program also served as a liaison between school staff (admin, school counselors, and psychologists, Community Liaisons) and families to support with issues related to student attendance and mental health services. Throughout the school year, the Case Management Program provided resources and social supports to 130 families throughout the school district, working with various district staff including: the McKinney Vento team, Community Liaisons, school counselors, psychologists, teachers, and administrators.

The district's Mental Health program also engaged in various prevention efforts, as well as maintained a presence on social media to conduct outreach to students and staff throughout the school year. Social media communication focused on mental health awareness and stigma reduction, kindness and bullying prevention, and access to mental health resources such as the Emotional Support Hotline and other community resources. Mental Health interns collaborated with Bloomington High School and Colton High School Link Crew students and teachers to organize digital social events with students. These ongoing social events provided students with an opportunity to connect with the intent to promote school & social engagement. Approximately 200 students participated in both BHS and CHS social engagement events. Furthermore, the Mental Health program supported the efforts of Colton High School in organizing the 2021 CHS Student Wellness Fair. This

fair provided various breakout sessions focusing on general student wellness topics.

With regards to staff, the Mental Health program facilitated 4 district wide “Wellness Wednesdays” presentations with an average of 40 staff in attendance, and 4 professional development presentations to elementary and secondary site staff throughout the school year. The presentations focused on staff mental health and wellness related topics, and SEL considerations for students. Furthermore, short-term individual and group emotional supports were offered to district staff. Various school staff received support and reported an improvement in their overall wellness and ability to cope with work-life balance during distance learning.

The most important challenges we have faced in monitoring and supporting the mental health and social and emotional wellbeing of our students were maintaining student engagement and continuity of services. While various efforts were made to connect students to services (ie. streamlining the referral process, developing and Emotional Support Hotline, mass communication, and the use of social media), several students remained disengaged and thus unable to be connected to our program for services. As reflected in the overall academic outcomes of our students in the past academic school year, some students struggled to maintain consistency with participation in mental health services.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Per Senate Bill 98 and Assembly Bill 77, outreach to students and families that have been absent 3 out of 5 days of school or 60 % of the time is required. On average 6.6% of our student population has been absent 60% of the time for the 2020-2021 school year. The list of students that meet these criteria were provided to the school sites and their ReEngagement Teams every two weeks to assist them with targeting students who needed outreach and interventions. Each school site established their own ReEngagement Team based on their specific staffing and provided outreach and interventions based on a three tiered approach. ReEngagement teams overall were a success. The outcome from establishing these school site based support teams were increased communications between staff and an increased awareness of struggling students and families in their communities with hardships that affected the students’ ability to be present, participate, focused, and learning.

Phone calls were made to households of students that were chronically absent to encourage engagement by members of the ReEngagement Team, including school counselors, school administrators, teaching support staff, office staff, District Liaison for foster students and students experiencing homelessness, and district community liaisons. We saw an increase in the use of parent email as an additional means of communication.

The biggest challenge was being able to contact parents who did not answer phone calls, respond to email or US mail, or who may have moved. Many parents had either changed their contact information or did not respond to multiple methods and attempts by school sites to make contact. School sites continued multiple forms of outreach to parents and guardians but were not always successful in reaching all

families. When necessary, School Resource Officers and the District's Probation Officer personally went to the homes of families when all other methods of communication had failed to make contact to complete welfare checks and to see what assistance the family needed.

The trends regarding barriers to student attendance and participation that families are experiencing or have experienced throughout the 2020-2021 school year are similar across all grade levels and include the following: Internet connectivity and low bandwidth issues, parents/caregivers are not tech savvy and had difficulty assisting students, multiple students in the home trying to access school at the same time, illness, social emotional and mental health concerns, families in crisis, family concerns regarding loss of employment, financial struggles, deaths related to COVID, stress, anxiety, and a general feeling of being overwhelmed, lack of daily Spanish speaking support for parents during instructional time or after school, students having difficulty structuring their day for asynchronous assignments, older students assisting younger siblings while attempting to participate in their own classes and assignments

Interventions that have been provided throughout the 2020-2021 school year have been focused on not only student support, but family support. Interventions that have been provided include the following: personal phone calls, WebEx meetings, WebEx calling, outreach to students and families. Listening to families, building relationships, and allowing families to express their concerns and frustrations tech support and troubleshooting (from the IT Department, from teachers, and from District and school site staff), referrals to site counselors, CJUSD Mental Health Program, and outside mental health providers, ongoing attendance monitoring, use of re-engagement strategies, motivating and encouraging students, SEL lessons, providing resources for individual family/student needs, linkage to outside community services and resources, referrals to Homework Hotline, Special ed and EL support for students, and virtual school connectedness activities including spirit days, virtual rallies, virtual synergy days, and read alouds.

The District will continue to monitor attendance, intervene with students and families who have barriers to attendance and participation, and provide resources, interventions, and strategies to assist students and families with both schooling, learning loss, and general family support.

District-level Family Engagement successes in 2020-2021:

Language Support Services transitioned to virtual meetings for parent advisory committees, as well as for parent workshops. To comply with Ed Code and honor the linguistic needs of our families, every meeting was offered separately in Spanish (a.m.) and in English (p.m.). Meetings included topics originated by LSS and in collaboration with other departments and divisions to support K-12 families during distance learning. The success of our virtual meetings was such that individual parents (at both English and Spanish sessions) requested that we continue to offer virtual meetings and recordings. This is also consistent with the DELAC Needs Assessment of 2020-2021.

More parents than ever joined our meetings, students too during the evening and special events. LSS was able to engage parents who had never before attended district meetings, while maintaining the attention of parents who have consistently attended (in-person) in the past. Parents attended meetings from home, while running errands, and also while at work via phone. All meetings were recorded and are posted on the district website, as well as shared with parents, upon request, via email. A number of parents participated in meetings asynchronously

due to their work schedules, but expressed appreciation for the recordings. This level of access to our families gave us the opportunity to establish and maintain relationships with them. Our interactions with families are diverse to meet the needs they have whether communication is during our meetings, by phone, text, or email.

The work completed included ample and multiple opportunities for families to further their technology skills. School sites reached out to LSS to seek the support of parents who needed step-by-step guidance to use Chromebooks and support the connection between students and their teachers, when necessary. Part of the collaboration with sites included reaching out to families whose primary language required support the site was unable to provide. LSS reached individual, higher need families by phone, email, WebEx, as well as assist with home deliveries, while adhering to COVID guidelines. Additionally, LSS offered an introductory Family Engagement presentation with the Family Engagement Program Manager.

Increasingly, parents and other educators are emailing asking to be actively involved in the education of their children. More parents are providing input and are positively responding to the topics and services offered this year. Additional evidence of increased parent engagement includes their increased use of Parent Portal. Throughout this year, training included use of Parent Portal as a monitoring tool that allows parents to support their children and collaborate with teachers. Invitations to district parent meetings are sent out via Q Communicate with emphasis on scheduling to reach them via the app, text, and email.

District-level Family Engagement Challenges in 2020-2021:

Challenges to further engage families at the district level included an online-meeting platform with limited features within the event-mode, lack of an interpreter room to assign Spanish speakers at the same meeting taking place in English, and needing to provide all parent meetings at two different times to present the same information due to the fact that simultaneous English and Spanish meetings could not be hosted.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The Nutrition Services Department celebrated continual meal service during the 2020-21 school year. Meals were provided for every single school day while students were in distance learning. Since sites were over staffed, absences among the teams did not cause any major disruptions in meal service. The district opened 16 school sites for grab n go meal service, spread out across the district boundaries. After polling the community via Google surveys, the district adopted a longer meal service window to better service the needs of the families. The Nutrition Department began serving meals from 8:00 a.m. - 1:00 p.m. three days a week. Each day that the department served the community (Monday, Wednesday & Fridays) two days worth of meals were distributed, this meant that meals for Saturdays were handed out on Fridays. Giving out Saturday meals was a first for the district and was a great benefit to the families that depended on the meal service. Saturday meals

were made possible by USDA waivers. The district also celebrated the ability to take meals to students in temporary housing. The department ran address reports from Birney Elementary and supplied meals at two motels in the area that had matching student addresses. The department focused its energy on one of the two motels after a low student turn out after four weeks of service. The meal service at the one motel was consistent and appreciated by the students housed there. The meals that were handed out to families were consistent with menu food items that were served throughout the school year, and bulk food items that required kitchen preparation were kept to a minimum. During the November, December and March school calendar breaks, the Nutrition department also took advantage of the USDA waivers and passed out bulk meals, which held anywhere from 7-14 days worth of meals per student. This meal service was provided at a few select locations that could handle the storage and traffic demands. The Nutrition Department also signed up for the USDA Farm to Families produce and grocery boxes for two cycles (approx 9 weeks). The USDA Farm to Family boxes held about 30 pounds of groceries and were handed out to families on a first come first serve basis. The families really appreciated these boxes and we recorded a bump in normal meal participation on days that we offered the USDA Farmer to Family boxes.

The Nutrition Department faced challenges in the 2020-21 school year. USDA waivers allowed the district to serve multiple days worth of meals at a time, but due to facility constraints on refrigerated storage and dry storage, we were only able to handle meal service for two days. We felt that having multiple days worth of meals per pick up date, would “Add Value” to the process and give us a greater turn out for these families that had longer distances to travel, traveled in large groups, or had inconsistent transportation. The facility constraints also limited the amount of USDA Farmer to Family boxes that we could hand out, since we lacked sufficient Cold storage, the product was received at our warehouse and transferred immediately into our own delivery trucks to pass out the day of delivery. Having the appropriate cold storage for a twenty thousand student school district would have given us the ability to sign up for more boxes and therefore reach more families in the district. The social distancing requirement also challenged the Nutrition department since the staff had to spread out into the MPR to produce the grab n go meal bags, due to social distancing requirements, due to the lack of facilities, the MPR was often shared with the school site as a book collection/distribution center.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health	Nearpod SEL Curriculum -Title IV	$40,000	$40,000	N

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health	MH Interns and consultants to oversee (Title IV) increase access to socio-emotional services for low-income students	$100,000	$85,000	Y
Mental Health	Extra Duty for MH Interns, mileage, etc. (LCAP)	$50,000	$45,000	N
Mental Health (Manager)	Salary & benefits, focused on providing services to low income, English Learners, Homeless, and Foster Youth (LCAP)	$164,210.74	$173,195	Y
Social Worker	LCAP, TITLE, r6391 support for low income, English learners, homeless, and foster youth.	$147,370.44	$153,265	Y
Parent Engagement	WebEx: phone system (CARES Act) (cross reference DL learning)	0	0	Y
Nutrition Services	Adding more points of service to the campus requires food transport equipment. More points of meal service will offer more access for students and families. (CARES Act) principally directed toward the unduplicated student population. This action is not currently in the budget but will be included with the First Interim Report.	$29,000	$0.00	Y
Nutrition Services	Grab N' Go meals require more food packaging. An easy to grab complete meal allows for easier transport for families who do not have transportation. (CARES Act) principally directed toward low-income, Foster Youth, Homeless, and EL students. This action is not currently in the budget but will be included with the First Interim Report.	$110,000	$0.00	Y
Nutrition Services	Menu Changes to individually packed entrees from bulk items, will help food transport for families who do not have transportation. (CARES Act) principally directed toward the unduplicated student population. This action is not currently in the budget but will be included with the First Interim Report.	$65,000	$0.00	Y

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Fund 13: Loss of revenue due to school closures (ESSER). This action is not currently in the budget but will be included with the first interim report	$2,518,734.0	$2,499,999.8	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

School Nutrition funding that was slated to be used for Point of Sale kiosks ($29,000), cost of Grab- N' Go meals ($110,000), and menu changes ($65,000) necessitated byGrab N' Go distribution was used for serving equipment ($165,047.15), coolers ($29,952.82), and carts ($71,005.70). Items originally planned for Nutrition Services were paid with alternative funding. Nutrition Services loss of revenue due to school closures was paid using ESSER funding and was less than originally budgeted.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Colton Joint Unified School District spent the entire 2020-2021 school year in distance learning. In-person learning occurred the final month of the year with small cohorts at four elementary sites of English Learner, Special Education, Homeless, foster youth, and disengaged students. The lessons learned from the year spent in distance learning informed the development of the 2021-24 LCAP by placing a focus on diagnosing the progress of our students and providing supports for students to catch up, accelerate, or take part in enrichment programs to begin to close identified gaps from the prior year in distance learning. The lessons CJUSD learned this year in distance learning informed the development of the LCAP goals by placing a priority on equity, student achievement, wellness, and parent engagement which became our four main goals along with a maintenance goal on access to resources. As a result of time spent in distance learning the stakeholder feedback that provided the input for our actions and services that provide for the importance of supporting our unduplicated students, specifically our English Learners, Special Education students, low-income students, and foster and homeless youth. Many of the actions and services provided in the plan are for personnel, materials, and programs that support these populations. Additionally, CJUSD has been provided one-time funding in the form of CARES ACT, ESSER I, II, and III grants and the Expanded Learning Opportunities grants to provide additional support for health and safety considerations, supporting mental health and social emotional well-being, and engaging pupils and families that will bring added support for our district to support attaining our LCAP goals and metrics and provide our students and community with the supports needed to improve student outcomes.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss will continue to be assessed and addressed in the 2021-24 LCAP especially for pupils with unique needs by providing support for Summer School programs at all levels for all unduplicated populations through providing opportunities for interventions to close gaps in learning or for enrichment to support student needs to accelerate learning, as well as provide opportunities for students in higher grades to be involved in AVID and CTE pathways. All Elementary will use i-Ready and all Secondary will use MAP diagnostics throughout the year to analyze improvement TK through 12th grade and Special Education students will use Unique Learning Systems as a diagnostic to analyze student learning. The 21-24 LCAP provides support for English Learners by providing support from Language Support Services in the form of EL Site Leads, high school TOA's, EL Counselors, expansion of dual immersion programs at elementary and middle schools, funding the Language Assessment Center, and support for Ellevation to diagnose progress of all EL students. The 2021-24 LCAP supports our Special Education students unique needs by providing support for two special education teachers to support grade level teaching, provides for 47 instructional assistants to support special education student needs and support for teachers and students by providing support for the purchase of instructional materials to be used to improve student outcomes. The LCAP provides funding for programs such as GATE, Career Technical Education pathways, and AVID to support student acceleration and provide programs for students that promote and support their transition to colleges and/or the workforce. In addition, the LCAP supports enrichment with extra and co-curricular activities including band, choir, art, and acting courses and activities, as well as intramural and interscholastic athletics. These activities and programs help support learning loss and student connectedness and engagement to school which will lead to improved student outcomes.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The only differences between the descriptions of the actions and services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement was only due to cost projections being off. In some line items, implementation of the actions and services were less expensive and in some areas they were more expensive. There were a few items including purchase of additional hotspots and nutrition service items that ended up being funded from another source than the Learning Continuity and Attendance Plan.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Our analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 2021-24 LCAP. We engaged all stakeholder groups in consistent dialogue the last two years, as well as the lessons learned this past year in distance learning, to develop our goals in support of equity, student achievement, wellness, and parent engagement. As we developed the LCAP we reviewed and planned for not only the use of LCAP funds but also the use of Title funds, CARES Act, ESSER I, II, and III, and the Expanded Learning Opportunities Grant to focus on improving student outcomes with regard to academic and social emotional development and learning for all students in CJUSD. This allowed the LCAP Team to place a priority on our actions and services that provide for the importance of supporting our unduplicated students, specifically our English Learners, low-income students, and foster youth as well as Special Education and homeless youth. Many of the actions and services provided in the plan are for personnel, materials, and programs that support these populations.

As we move forward in development of the 2021-24 LCAP a focus was placed on diagnosing learning (Pupil learning loss) and how we will support our students in filling in gaps that distance learning may have caused. We will continue to assess and address this area especially for pupils with unique needs by providing support for Summer School programs at all levels for all unduplicated populations through providing opportunities for interventions to close gaps in learning or for enrichment to support student needs to accelerate learning, as well as provide opportunities for students in higher grades to be involved in AVID and CTE pathways. All Elementary schools will use i-Ready and all Secondary will use MAP diagnostics throughout the year to analyze improvement TK through 12th grade and Special Education students will use Unique Learning Systems as a diagnostic to analyze student learning. The 21-24 LCAP provides support for English Learners by providing support from Language Support Services in the form of EL Site Leads, high school TOA's, EL Counselors, expansion of dual immersion programs at elementary and middle schools, funding the Language Assessment Center, and support for Ellevation to diagnose progress of all EL students. The 2021-24 LCAP supports our Special Education students unique needs by providing support for two special education teachers to support grade level teaching, provides for 47 instructional assistants to support special education student needs and support for teachers and students by providing support for the purchase of instructional materials to be used to improve student outcomes. The LCAP provides funding for programs such as GATE, Career Technical Education pathways, and AVID to support student acceleration and provide programs for students that promote and support their transition to colleges and/or the workforce. In addition, the LCAP supports enrichment with extra and co-curricular activities including band, choir, art, and acting courses/activities, as well as intramural and interscholastic athletics. These activities and programs help support learning loss and student connectedness and engagement to school

which will lead to improved student outcomes and are supported by the analysis and reflection on the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance plan, as well as State Dashboard indicators and internal diagnostics from this year CJUSD spent in distance learning.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,
    - Pupil Participation and Progress,
    - Distance Learning Professional Development,
    - Staff Roles and Responsibilities, and
    - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Colton Joint Unified School District	Tina Petersen, Ed.D Assistant Superintendent, Educational Services Division	lcap_info@cjusd.net 909-580-5000

Plan Summary 2021-24

General Information

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

Colton Joint Unified School District enjoys a diverse enrollment of 20,549 (per CALPADS count) students in a transitional kindergarten through 12th grade setting. Additional education programs include preschool, Headstart, and Children's Center pre-kindergarten programs, as well as continuing educational opportunities beyond 12th grade for qualified special education students and students approved for fifth year of high school attendance. The District continues to offer Adult Education classes which have been grant funded using AB 86.

The District serves a broad geographic area which includes the cities of Colton, Bloomington, and Grand Terrace, as well as portions of Fontana, Rialto, Loma Linda, and San Bernardino. Although available through-out the district, TK programs are housed at 14 of the district's 18 elementary schools which serve students in grades K-6. At the secondary level, the district supports four middle schools (7-8), three comprehensive high schools (9-12), a continuation high school, and an alternative high school.

As of this reporting period, the District consists of 87.84% unduplicated pupils. The unduplicated pupil percentage is composed of 76.63% socio-economically disadvantaged, 22.68% English Learners, and 0.7% Foster Youth students.

Reflections: Successes

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

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

In support of the district LCAP goal of Equity, the District took steps to address issues surrounding equity throughout the school year. The CJUSD Board of Education adopted an equity policy that provides the district office, departments, and sites guidance as we strive to provide equitable practices across the district. Planning and preparation for adding two more dual immersion programs at Grand Terrace Elementary and Alice Birney Elementary will provide a program in all three major areas of the district. Our African American Parent Advisory Committee held student voice events, staff voice events, student recognition events, supported the Black Community Coalition at one of our schools with the community, and held a Black Lives Matter Week and activities throughout the month of February. Additionally, site and some district administrators completed a book study on Cultural Proficiency that provided discussions and activities at each monthly principal meeting to support increased awareness of equity. We will continue to address equity through the LCAP by continuing to support the increasing number of dual immersion programs, expanding our equity work with all parent advisory groups, and continuing the book study on Cultural Proficiency to include coaching and support for principals addressing equity on their individual school sites.

CJUSD continues to provide Quality Teaching for English Learners (QTEL) professional development to our teachers during various school breaks and during the summer. QTEL works to provide both elementary and secondary educators with the tools they need to accelerate language development, academic literacy, and disciplinary knowledge of all students, with particular attention to our English learners (ELs) and our Long-Term English learners (LTELs). Specific staff and admin from multiple sites and the district office have attended this training to continue developing educator capacity in supporting ELs and other language minority students to develop their full potential linguistically and academically. We will continue to support sites in bringing this training to their teachers as well as continue to train our Curriculum Programs Specialist's and TOA's to support this work across the district.

The District's College and Career data continues to move in a positive direction since our last report in 2019. The percentage of students

passing Advanced Placement exams with a 3 or higher continues to improve with 47.4% of students passing up from 37%, the district's a-g completion rate increased to 28.3% up from 26%, the percentage of seniors completing Career Technical Education pathways increased from 22.7% to 30.7%, and the College and Career Readiness Indicator improved from 51.4% to 52.2%. Funding for these programs and their expansion will continue with emphasis on improving the number of students enrolled and passing AP exams, increased A-G completion rate, and implementation of increased work-based learning opportunities for students to support College and Career Readiness.

During the second semester of the 2020-21 school year, CJUSD provided opportunities for secondary students to recoup credits lost during the first semester using the Edgenuity online learning platform. Students were enrolled by their counselors in courses hosted after school and on Saturdays. We had approximately 422 students with 468 enrollments across grades 7-12. With 468 enrollments, it provides an opportunity for students to recoup a maximum of 2,340 credits. During 2021-22, we will continue to provide these opportunities for students to recover credits outside the school day. In addition, our platform now connects with our NWEA assessment software to provide individualized strategies and materials to provide students with interventions and supports needed to fill gaps in learning where necessary.

This year's LCAP Survey participation increased to 4,141 respondents. Key findings included areas of strength where 76% of all respondents agree that students receive the resources and support they need, and 82% of parents and students are satisfied with district teachers. Further, 93% agree that teachers and staff use technology to teach, 83% encourage critical thinking, 80% try to make class interesting and 76% help students when they do not understand something. In addition, respondents indicated that district schools support students' academic achievement, agreeing that schools want students to succeed (90%), set high expectations for student achievement (78%) and provide a well-rounded curriculum (76%).

The District continued it's consulting relationship with the National Center on Education and the Economy (NCEE) by participating in the District System Design Partnership (DSDP). This work centers around working with our stakeholder groups to research high-performing school systems across the globe to study their success and supporting CJUSD as we develop a new vision for the district and three focus areas of Equity, Professionalism, and Professional Learning that tie into our LCAP goals to redesign systems to improve student outcomes. In addition, 65 District and School site administrators have either completed or are in process to complete the National Institute of School Leadership certification with only a few remaining to begin. This training has brought about a common language and understanding of systems needed to support school improvement. We will continue to provide this opportunity for our administrators who are new or have not completed the program, as well as providing more opportunities to review the learning and begin the implementation of the plan that was designed for the district.

As we end this year of Distance Learning and move to a full return to school sites in 2021-2022, the District has implemented and will continue its 1 to 1 chromebook support for all students as well as providing students with limited to no internet at home with hot spots to support access for all students. This year provided the opportunity for teachers and students alike to learn and focus on integrating technology into the instructional program to support student learning.

Homework hotline was a valuable resource for student support. Five teachers in Elementary, Middle, and High School were available Monday through Thursday evenings to support students in Reading, Writing, Social Science, and Science. Support was available in English and Spanish. Homework Hotline Sessions were 20-95 minutes long, providing students individualized teacher support for assignment completion while strengthening teacher-student relationships. During the 2021-22 school year, the District has purchased access to an online tutoring program called Paper that will provide 24/7 tutoring support to students as well as a powerful feedback loop for teachers to support student learning and provide data and analytics allowing for meaningful intervention.

I-Ready is being regularly used in 14 elementary schools in CJUSD and will be implemented district-wide in 2021-22 at all elementary sites. It has been especially helpful because it allows teachers to provide standards based differentiation in an online format. All 18 schools are taking Diagnostic 3 in lieu of their annual CAASPP assessment. The i-Ready Reading results from Diagnostic 1 to Diagnostic 2 shows a 5% growth in Tier 1 (Green) from 32% to 37%. Tier 3 (Red) shows a decrease from 33% to 30%. The i-Ready Math results from Diagnostic 1 to Diagnostic 2 shows a 5% growth in Tier 1from 19% to 24%. Tier 3 show a decrease from 35% to 32%

Communications across the district improved as the District centralized communications into one department and put a focus on using Q Communique as the primary method of communication, along with using social media applications to disseminate information. The District decided on using WebEx as our main meeting method online and provided over 100+ training sessions through WebEx to parents throughout the year. We will continue to offer training and meetings through WebEx with some in-person to support parents' ability to attend and stay involved in the educational process.

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.

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

The District achieved “Orange” performance level in English Language Arts, Mathematics, and Chronic Absenteeism on the 2019 California School Dashboard All Students Performance State Indicators.

At the elementary level, strategies were developed that are being used to improve student achievement in English language Arts and

Mathematics. The district began the piloting of the I-Ready supplemental program at 5 elementary schools in the 2019-2020, moved to 14 elementary schools in 2020-2021 and will be implementing district-wide in the 2021-2022 school year. The i-Ready Diagnostic assessments were used this year to assess student abilities in both ELA and math and they provide teachers with actionable insight into student needs. These diagnostic results help to ensure accurate student placement and measured student gains across reporting periods. The District continues teacher professional learning and implementation of the LETRS (Language Essential for Teachers of Reading and Spelling) program that is focused on primary reading fluency. Teachers on assignments are working with at promise students to improve their reading skills. They are also modelling and co-teaching with the classroom teachers to improve reading literacy. The district has enhanced our online professional development program CJUSDConnect where teachers are able to practice and learn a variety of educational technology and pedagogical skills to enhance their instruction. Teachers are administering benchmark assessments at all elementary sites. The benchmark scores are used to analyze student progress and make instructional modifications to meet student needs.

At the secondary level, the steps the District plans to take to address the areas of low performance in Math and English Language Arts are to provide systemic professional development in the areas of differentiation, discourse and formative assessments as well as active engagement strategies in order to better serve all students, especially students with disabilities and English learners.This professional development will be provided by district administration, site administration, certificated and classified staff. We plan to internally monitor student growth using locally collected data such as site-directed common unit assessments and benchmarks. Additionally, at the District level, we will monitor student growth and trends using NWEA Maps assessments across secondary sites. The District at the secondary level will also continue to work with general education and special education teachers to pace and align the English Language Arts and Math curriculum to ensure coverage of essential standards and curriculum is occurring in all classrooms.

To move our students along the continuum of improvement and decrease our chronic absenteeism rates, CJUSD will continue to work closely with our schools in monitoring students that are absent 10% or greater of the school year. To kick off the 21-22 school year, reengagement teams at the school sites will have a list of students who they are familiar with from the 20-21 school year that were having difficulty attending school. We will hold an Attendance Awareness month during August, which is our first month back to school, to raise awareness of students, school personnel, parents, guardians, caregivers, and community partners of the importance of attendance. We will provide schools with Chronic Absenteeism and truancy data so schools can respond to grade level and pupil subgroup patterns including students with expulsion or suspension data. We will identify the specific school attendance barriers faced by children in poverty, foster youth, homeless youth, and any other significant student population with high chronic absenteeism rates. We will intervene with students by referring those with frequent absences to a school nurse, school counselor, school psychologist, Behavioral Mental Health Counselor, or other student support personnel for case management and counseling. Students with persistent tardiness or attendance problems will have a conference with school personnel and the pupil’s parents, guardians, or caregivers and have the student and family enter into SART/SARB agreements. We will offer make-up classes through weekend school for students who miss class during the school week. Additionally, we will provide incentives and send commendation letters to students and parents, guardians, or caregivers for improved school attendance and perfect attendance.

The areas where student groups were two or more performance levels below the “all student” performance were the College and Career Indicator for African American and Foster Youth students and the Graduation Rates for African American students.

The steps the district plans to take to address the areas of the College and Career Indicator for African American and Foster Youth students will be to implement Career Educational Supports for targeted student groups through the counseling office. This is in part of a larger development of a “Cradle to Career” continuum for the district. The district also plans to launch at all four middle schools a Career Exploration Lab, where students will have the opportunity to participate in modules to spur interests in Career Technical Education Pathways at their future high schools. Additionally, the district is participating in the National Equity Lab initiative to increase College Credit-Bearing Course opportunities that highlight Ivy League and Historically Black Colleges and Universities while specifically targeting underrepresented student groups on our campuses.

To improve graduation rates for African American students, the district plans to roll-out during the 2021-22 school year a district dashboard to assist in identifying early warning indicators of “off-track/on-track” students. This information will be used to support school sites in making meaningful connections with targeted students and student groups to review, discipline, attendance and academic performance data. To ensure students are showing growth, regularly scheduled progress monitoring will be conducted to identify areas for improvement and implement supports. The district will continue its partnership with Horizon Education to support students and families with information regarding college readiness. The Edgenuity Credit Recovery program will be used to support students in making up missing credits in a timely manner to support graduation goals. The district will continue to work with our AAPAC parent group to review and improve areas of concern with regard to student graduation rate.

LCAP Highlights

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

After completing various surveys and numerous meetings with all stakeholder groups, CJUSD developed 4 general goals and 1 maintenance goal to provide direction and focus for the next 3 year cycle and more specifically the upcoming school year:

Goal 1: Equitable Access for All: Increase the success of ALL students by ensuring that systems are responsive and supportive to the needs of ALL students.
Goal 2: Student Achievement: Prepare ALL students for college and career success in a global society by providing a rigorous course of study in all academic areas with an emphasis on proficiency in Literacy and Mathematics.
Goal 3: Wellness: Cultivate a positive, engaging school climate in which students are provided with resources to address their social, emotional, and academic needs while providing a safe environment to succeed.
Goal 4: Family and Community Engagement: Encourage and promote parent, family, and community engagement in the education

process, providing opportunities for active input in decision making.
Goal 5: Access to Resources (maintenance goal): Ensure students have access to quality resources, facilities, and highly qualified teachers.

CJUSD has adjusted and added new metrics to each of the goals listed above and will continue to fund many of the prior actions and services that still provide support for our unduplicated students, as well as some one-time funded actions and services that come from carryover funds not expended in prior years. These one-time funded items will include support for students through staff professional learning with LETRS Training, elementary science and social studies staff development, Special Education and General Education teacher collaboration, training for mental health counselors, DSDP support, cultural proficiency professional learning and support for learning outside the school day. Our plan includes increases to currently funded student experiences including student field trips, providing books in English and Spanish to sites, athletic equipment, expanded AVID and Visual and Performing Arts funding, and ZFair and MusicFirst Licenses. In addition, purchase of instructional materials including a Kelvin social emotional learning license, I-Station license, secondary elective textbooks and funding to update emergency backpack supplies in the classrooms.

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.

Five CJUSD schools have been identified for Comprehensive Support and Improvement:

Low Performing Schools: Jurupa Vista Elementary School • Woodrow Wilson Elementary School • Ruth O. Harris Middle School and Washington Alternative High School.

Graduation Rate: Slover Mountain High School

Support for Identified Schools

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

CJUSD schools utilize the Continuous Improvement Model while working with students, parents and staff to develop School Plans for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) Plans. Working together, school stakeholders review data to evaluate the implementation of their CSI - SPSA School Plans as well as strengths and weaknesses within their plan. District Administrators provide improvement science training, collaboration and consultation to guide schools in the improvement process. Administrators collaborate with stakeholders to analyze data and identify barriers to learning, writing evidence-based actions to address our needs in student achievement, professional development, social emotional learning and school climate. Stakeholders review and analyze the initial needs assessment to ensure they have identified the root causes and hidden inequities that lead to low performance in their schools, and affirm that the actions and strategies in their plans address student needs. Data that was provided for the needs assessments included ELA and Math CASSPP scores, ELPAC data, reclassification information, suspension data, attendance rates, formative assessments from teachers, and survey data.

CJUSD seeks to provide an equitable culturally proficient learning environment, while providing rigorous learning experiences for our students. School Plans for Student Achievement (SPSAs) include goals and actions to build capacity to address LCAP aligned goals in Academic Achievement, Equity, Student Wellness, Parent and Family Engagement. Site SPSAs are reviewed, evaluated and revised and updated annually for CJUSD Board approval.

When the 2019 California Dashboard was released, the District noted that the 5 CJUSD schools met the criteria to be identified as schools for Comprehensive Support and Improvement. The District began a Planning and Support process to address the needs of these schools. However, soon after the planning process started, the schools and District shut down due to COVID-19 orders from the State. As Virtual Learning became the delivery system of instruction and other supports and interventions, plans had to adapt and change to be viable in the new environment. CJUSD was clear in their Distance Learning plan that the 2020-21 school year would provide high quality instruction and services that were coordinated across delivery systems and continued to focus on the students and schools with the highest needs, especially in the area identified through the Comprehensive Support and Improvement process.

CJUSD district and site administrators have completed or are participating in the National Institute for School Leadership’s (NISL) Executive Development Program which is specifically designed to help school leaders improve their schools. CSI site principals utilized these trainings, with District support and input from all stakeholders to drive their school plans, transforming their schools and supporting teachers and students in the changing context of education. Noting that change in practice is the core driver of improvement, CSI schools looked towards their need to build capacity amongst staff to improve student performance. Working with stakeholders they developed goals for comprehensive support and improvement with staff development and school culture

Stakeholder Involvement - CJUSD schools collaborate with parent groups during several meetings to and write CSI / SPSA plans ensuring they address student and school improvement needs. Goals and actions for the CSI plans will specifically address the areas identified as a need in CSI identification. Meeting minutes provide evidence of parent and family involvement in writing plans for all schools including

schools identified for Comprehensive Support and Improvement. Sites work with stakeholders, including SSC and ELAC, to monitor progress, review data and evaluate plan effectiveness throughout the school year. CSI-SPSA plans are revised and updated for continued improvement each spring. 21-22 CSI-SPSA for the five CSI schools as well as the 21-22 SPSAs for the 25 remaining Title I schools align with the CJUSD LCAP and were Board Approved on June 10, 2021.

State Indicators – CJUSD collected, disaggregated, and analyzed multiple types of data that was shared with stakeholders to develop the needs assessment. Data analysis included the 2019 California Schools Dashboard (Academic and state indicators), local indicators, CA state long-term goals, stakeholder survey results (teacher, parent and student), in addition to internal assessment data.

School level needs assessment – Site principals hold regular meetings with their school staff, School Site Council, site English Learner Parent Advisory Committee, and students. Principals consult with staff and parents/guardians throughout the school year through parent meetings andschool communications. The School Plan for Student Achievement provides a forum for monitoring and reporting goals, strategies, and actions to best support student needs and address achievement gaps. Specific action to develop the CSI plan includes meetings between site and district administration in addition to ongoing stakeholder meetings. From these meetings, we have updated and identified new goals and areas of need to focus on.

Evidence Based Interventions – CJUSD identified the following needs:
-Strengthen the quality and delivery of the instructional program and build capacity among our educators by providing a robust evidence-based professional development program with ongoing Instructional Coaching. Teachers are not implementing high quality and rigorous curriculum with fidelity. There is a need to hold all teachers accountable for implementing evidence-based pedagogical strategies during daily instruction and for the Principal to provide teachers with feedback on a regular basis.
-Increase student engagement through classroom instruction/interventions, student attendance, and participation especially with Distance Learning.
-Continue to support and strengthen the SPED Program that serves subgroups of Students with Disabilities.
-Continue to implement PBIS schoolwide to decrease suspension rates, and improve school culture.
-Continue to expand Social-Emotional and mental health supports for our highly vulnerable students.
-There is a need for Administrative Support to create, implement, and maintain critical systems that support the instructional program for school sites.
-School sites to provide Professional Development on working with English Learner, Foster Youth, Low Income students district-wide to improve achievement in Math and ELA.

CSI Funds will be used to implement the following to address our District’s Dashboard findings:
-Reading Books of various genres to support literacy and reading comprehension skills (ex. SEL).
-Continue to research other methods to support students academically.
-Professional Development for site staff (ex. NCEE Teaching for Effective Learning series PD).

Resource Inequities – CJUSD analyzed the expenditures completed and planned for the 2019-20 and 2020-21 school years to determine if there were inequities in funding between schools, or among programs. Our conclusion was that the expenditures of funds were well aligned to the needs and planned interventions at these school sites and there were not any resource inequities.

Monitoring and Evaluating Effectiveness

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

CJUSD Educational Services Division supports CSI schools to collect, organize and examine the data necessary to evaluate the implementation and effectiveness of the CSI school plans, the implementation of intervention programs and staff development. Data includes Student Intervention program data and teacher data reflection meetings concerning the intervention data. Once complete, principals meet to examine and discuss the District intervention data looking for best practices as well as district trends. Data reflection and examination also includes district and state achievement data, classroom walkthroughs, LCAP and Bright-Byte Surveys, school engagement and school climate data.

Effectiveness - Effectiveness of actions and services to support student learning loss will be determined by student outcomes in predetermined benchmark assessments at each evaluation period. Student results will be discussed at teacher collaboration meetings, with administrators and with parents to determine if changes are needed to promote student success. Specifically, the CSI plan will follow the school's SPSA in monitoring the effectiveness of programs through the Annual Measurable Outcomes. In addition, CJUSD will host WebEx virtual meetings to allow easy access for our stakeholders to be able to communicate with us along with face to face meetings. Also as part of the monitoring process, CJUSD will be looking at building capacity amongst staff members through professional development opportunities. These opportunities can help improve student outcomes in regards to student discipline and graduation rates.

Evaluation - Effectiveness of these interventions will be based on the progress toward benchmark goals that are outlined in the schools' site plans. Site plans are reviewed annually with stakeholders as mentioned in the previous sections and are presented to the District's School Board. The evaluation process for each of the sites consists of reviewing metrics and expected outcomes, comparing these to actions taken and evaluating results.

Continuous Improvement Process – School sites will use the District's annual LCAP and SPSA cycles by gathering data through stakeholder engagement, planning and developing goals and actions, completing these actions, and then measuring the impact on student success.

Data – School sites are gathering data using the following metrics: CAASPP scores in both ELA and Math, progress on ELPAC, A-G requirement completion, graduation rates, suspension rates, school surveys for feedback on attendance, student involvement, and parent participation.

Stakeholder Involvement in Monitoring – All stakeholder groups will be represented in the monitoring process through information shared at site staff meetings, site leadership, SSC meetings, ELAC meetings, and school/district surveys. Schools will distribute information through push out notifications on its website and app. Review of the CSI and SPSA plan will take place at the District's public board meetings.

The CJUSD Educational Services Team evaluates the effectiveness of programs and services collaboratively with the following groups:
-Principal Cohort Collaboration TK-12. 20-21 Equity for ALL - Working together in geographical cohorts meet monthly during Distance Learning to review data and trends as students progress through elementary school, middle school and high school. Cohorts also collaborate during site visits, gathering data to guide instruction and programs. The Director of School Improvement and Accountability meets with site teams, stakeholders, and principal cohorts to ensure all SPSAs address individual needs assessments and align with the District Learning Continuity Plan (LCP). While individual Site SPSA's are monitored by Site based School Site Council, ELAC and Leadership teams, the District monitors plan implementation by ensuring CSI-SPSA plans are fully funded and Board Approved. Bi-monthly CSI administration meetings keep administration informed and provide schools opportunity to review plan implementation and best practices. In addition, District directors are available to attend site leadership and parent meetings.
-Parent Advisory Committees: DPAC; DELAC; AAPAC; SSC; ELAC - District Parent Advisory Committee (DPAC); District English Learner Advisory Committee (DELAC) and the addition of the African American Parent Advisory Committee this year provide opportunities for parents to help evaluate our programs. Our DELAC is especially strong and presents their needs assessment to the Board each year. The LCAP Survey and LCAP Parent committee is another opportunity for parents to help evaluate program effectiveness and to provide their voice to our programs.
-Curriculum Councils: Elementary TK-6 and Secondary 7-12 - Monthly meetings, attended by elected teachers from each school site provide district-wide communication with certificated personnel to the Educational Services Division. Council members: Study, develop, and recommend to the Educational Services Division policies and procedures in those areas as established under the District's Curriculum Focus.
-Evaluate the progress toward long-term goals and objectives as established by the Curriculum Focus and submit recommendations to the Office of Curriculum and Instruction.Participate in the development, implementation, and evaluation of curricular programs.
-LCAP Steering Committee & LCAP Writing Committee District wide committee supports the evaluation of programs, as well as the planning and writing of the Learning Continuity Plan. Committees continue to meet during school closure to align and evaluate District programs and resources.
-CJUSD Board Governance - Presentations and Board Correspondence keep the CJUSD Board informed as they provide additional input into the evaluation and effectiveness of our programs.
-Special Education Task Force (not funded with Title I or other federal programs) Working to address: Special Education Action Plan

Stakeholder Engagement

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

LCAP committees were presented with a review of the LCAP process and changes brought on by the pandemic. This was followed by a review of the updated goals developed and approved by the 2019-20 LCAP committees. Both the Steering and LCAP PACs reviewed current actions and services, as well as their associated metrics. This was done prior to prioritizing the goals and updating the metrics to ensure compliance with the eight state priorities. Suggestions were also brought forth by the groups for use of one-time funds that will be available for use in 2021-22. An overview of the updated components and regulations for the new three-year plan were also presented upon their release by CDE. Using the input provided by both committees, the Writing committee prepared recommendations for input from stakeholder groups.

The district's LCAP Steering and Writing committees met virtually six times each over the course of the past year. The Steering committee on 8/20/20, 11/12/20, 2/11/21, 2/25/21,3/18/21, followed by a review of the Writing committee recommendations on 4/15/21. The committee is made up of certificated staff (elementary, secondary, special education teachers, and counselors), certificated and classified union representatives, classified staff, the district foster youth liaison, elementary and secondary principals, district administrators, and district parents.

Parents district-wide, including parents of low-socioeconomic students, English Learners, and Foster Youth, were invited to the LCAP Parent Advisory (PAC) meetings which were held virtually both in the morning and evening. Meetings were held on 8/24/20, 11/16/20, 2/22/21, & 4/26/21. In addition to the LCAP PAC meetings, the district presented to the African American Parent Advisory Committee (AAPAC), District Parent Advisory Committee (DPAC), District English Learner Parent Advisory Committee (DELAC), as well as a Board meeting. Participants were invited to ask questions both during the meetings and via email at lcap_info@cjusd.net. Parents were invited via Q Communication (recorded message), social media, district/site websites, and email. In an effort to support our foster youth representation, the district Foster Youth Liaison reached out to foster parents to encourage involvement in the LCAP process. High school students at BHS, CHS, GTHS, SMHS, and WASH participated in virtual Student Forums this spring to enhance the conversations which began with last spring's meeting.

Once again the district partnered with Hanover Research to update, distribute, and compile 2020-21 LCAP Survey responses. The district received over 4,100 responses representing stakeholder input from parents (24.9%), staff (20.3%), and students (54.8%). While the total LCAP survey responses have been fairly consistent over the last few years, both parent and staff responses have shown an increase. Parents by almost double the participation from Spring 2019. The 2021 LCAP survey opened on January 26, 2021 continuing through

February 12, 2021. The LCAP survey has allowed the district to increase the stakeholder input in the LCAP process for all stakeholders and student groups. Email invitations to complete the survey were sent to students (grades 8-12), CJUSD staff and parents when email addresses were available. Q Communications went out to parents to encourage participation and the survey was posted on district/site websites, as well as social media. Students responding to the survey identified as low income (52%), English learner (22%), special education (2%), and foster youth (<1%).

During the spring, the district held virtual student forums at BHS, CHS, GTHS, SMHS, and WASH. Students invited to participate included leadership students, special students groups (foster youth, English learners, low income, special education, homeless), as well as AVID, Career Technical Education, athletes, and clubs representing the diverse ethnic cultures that make-up the CJUSD community.
The district continues to utilize social media to communicate information about the LCAP to the public. A copy of the approved plan is available on the district website, as well as additional general information about the development of an LCAP along with survey results.

In support of our students with disabilities, the district collaborated with East Valley SELPA on proposed initiatives and actions/services. The LCAP public hearing was held on June 10, 2021 and adopted by the Board of Education on June 24, 2021.

A summary of the feedback provided by specific stakeholder groups.

In anticipation of the 2019-20 three-year rewrite, both the Steering and LCAP PAC committees expressed their desire to see the goals streamlined and actions/services presented clearly. This led to the development of Broad Goals for the upcoming LCAP instead of a goal per state priority. LCAP PAC members, particularly, felt the Broad Goals would be easier to understand and provide less duplication, since many state priorities overlap. This year's Steering committee suggested, and LCAP PAC members agreed on, metrics for the new goals. They also discovered that some state priorities didn't "fit" into the new Broad goals and proposed a Maintenance goal (Access to Resources) and metrics to cover these priorities. Concern for student achievement, particularly in light of the past year of distance learning, was a common theme among the committees who reinforced the need to continue programs and services that support struggling students, as well as programs to offer opportunities and/or experiences (both during and after school) not available elsewhere.

LCAP survey responses indicate that the district has made improvements in parent engagement , particularly in encouraging parent involvement both at the district and school levels (80%), parent decision-making process at their child's school (67%), and communication with parents regarding child's progress (75%). Overall respondents feel the district provides a well-rounded curriculum (up 4% from 2019). They were also more than satisfied with the use of technology to teach which increased 10% to 93% during the pandemic. Assisting students when they do not understand made a modest increase of 4% (76%). Survey data shows that although improvement has been made in the areas of school climate, school cleanliness, and after-school activities for special student populations, they continue to be areas of focus. Approximately one-third of students (33%) responded that bullying was not a problem at their school, while 58% were concerned with school cleanliness. Staff (58%) also felt school cleanliness needed to be addressed, however 75% of parents felt their child's school

was clean. The district had an increase of 6% in both high school students (21%) and parents (31%) awareness of the Career Technical Pathways programs available within the district.

Feedback from Student Forums focused on increasing hands-on-learning opportunities, as well as continuing to integrate technology into the classroom when the district returns to in-person instruction. They would also like to see more social-emotional learning taking place, possibly even peer led. Students felt that communication could be improved as regards opportunities currently available at their sites or within the district (e.g. AVID and Pathways), as well as an increase of counselor guidance. They also suggested additional parent workshops that would provide parents with additional insight into school/classes in order to provide more support to their students. Wellness Centers at CHS and GTHS were well received. Students especially appreciated the mindfulness messages that were both thought provoking and insightful while working through emotions brought on by the pandemic.

In a series of meetings ending on June 7, 2021, the East Valley SELPA administrator confirmed our continued efforts to support the district's special education students and parents. In conversations, the administrator brought up some information to include in the LCAP regarding parent meetings and summer school and was supportive of the district's emerging and growing efforts on equity for student groups. Stakeholder responses regarding use of one-time funding (unspent monies from previous year) varied by stakeholder group. Parents requests include additional Instructional Aids for dually identified (EL&SPED) students in the Dual Immersion program, library books (not digital) in English and Spanish at each site, Parent Center supplies, and support for hybrid style parent meetings when the district returns to in-person learning. Elementary principals requested Promethean boards for all classrooms, playground structures, updated site emergency supplies, and classroom enhancements (new cubbies, backpack hanging stations, marquees). Secondary principals favored increased AVID, VAPA, and Pathways support, as well as support for the high school site Wellness Centers. Although no recommendations were made by the classified union, requests from the certificated union included laptops for teachers (one for home & one for school), JSTOR access, portable green screen backdrops, charging stations in each classroom, SPED & GenEd collaboration day, student field trips, additional funding for athletics. District level leadership requested software licenses to support Dual Immersion and newcomer students, support for social emotional learning (SEL), additional support for athletics equipment, training for Mental Health staff, additional staff development for literacy training/support, the new science and social studies curriculum, ZFair and MusicFirst Licenses, secondary elective textbooks, additional support for staff development without using substitutes.

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

The Broad Goals discussions (mentioned above) led to the development of four goals (Equity, Student Achievement, Wellness, Family & Community Engagement) written by the Writing Committee and approved by both the Steering and Parent committees. The addition of a Maintenance goal to cover access to resources that was proposed by the Writing committee to maintain the clarity and simplicity requested by all stakeholders. Committee members discussed and collaborated on the goal order taking into account the interdependency of several goals and their impact on students resulting in the following: Goal 1 -Equitable Access for ALL, Goal 2 -Student Achievement, Goal 3 -

Wellness, Goal 4 -Family and Community Engagement, Goal 5 -Access to Resources.

Suggestions for metrics the proposed updated metrics for goals 1, 2, 3,and 4 that were developed by the Steering committee and approved by the LCAP PAC. Additionally, Steering input/discussions included “sub-metrics” which will focus on targeting actions/services to specific student groups as applicable. After a review of currently funded actions/services, it was agreed to continue support for these into the 2021-24 LCAP. The exception to this would be funding for supplementary materials for secondary history/social studies, which was a focused action for the year. Particular requests to maintain the following actions/services were made from various stakeholder groups: continue support for library circulation and certificated librarians at the middle schools (district library group), continue funding elementary Teachers On Assignment (TOAs) and GATE support (elementary principals, district administration), continuing full-time elementary counselors and Assistant Principals (elementary principals), continue AVID, VAPA, & Chromebook support (parents, secondary principals, district administration), Communications Manager, site/department supplemental budgets, PBIS support, homeless support, Community Liaisons (site/district administration), as well as mental & physical health supports (parent, district administration). The LCAP parent committee agreed with the continued support of current actions/services, as well as the proposed updated metrics and all three committees agreed to use established metrics from previous LCAPs for Goal 5 (Maintenance of Resources).

Colton Joint Unified will not receive additional Supplemental & Concentration (LCAP) grant funding during 2021-22. However, stakeholders were presented an opportunity to suggest items using one-time (unspent monies from prior years) funding. Before prioritizing these requests, the Writing committee reviewed stakeholder recommendations, eliminating any ongoing expenditures due to the one-time nature of the funds (e.g. personal costs, chromebook refresh plan), as well as items that may be funded using alternatively using grants or other state/federal monies (e.g. Pathways support, classrooms cubbies, backpack hanging station, Promethean boards, Parent Center equipment, hands on PBL-type lessons, tech integration into the classroom, Wellness Center support, as well items requested that support a single site: VAPA laptops/license, ELementary AVID, JSTOR). The following items represent the Writing committee's focus to support all areas of the plan with a lens of equity and how students would benefit from the outcomes. This list was approved by both the Steering and PAC committees, as well as supported by the district’s AAPAC, DELAC, DAC, and Community Cabinet. Principals update staff and their school site community on LCAP progress and support feedback through open communication.

One-time funding has been allocated in support of the following items:

Parents: Goal 1 -Library books in English and Spanish, additional support for district-wide support of VAPA, additional support for AVID including the AVID junior trip.

Steering Committee:Goal 1 -SPED & GenEd collaboration day, student field trips, Dual Immersion & MusicFirst software licenses, equity staff development, AVID & VAPA support. Goal 2 -Elementary literacy/science/social studies staff development, ZFair (Science Fair) software license, support for staff development without substitutes. Goal 3 -SEL screening platform, classroom safety supplies, training for mental health counselors. Goal 5 -Additional support for secondary elective textbooks.

Goals and Actions

Goals

Goal #	Description
Goal 1	Equitable Access for ALL Increase the success of ALL students by ensuring that systems are responsive and supportive to the needs of ALL students

An explanation of why the LEA has developed this goal.

CJUSD developed the Equitable Access for ALL goal to provide metrics specific to specialized programs and specific sub-groups to assure data is reviewed and analyzed for all student groups to assure that all student groups are represented equitably across the district in all specialized programs and in all achievement areas. This will allow for specific action plans and focus on areas where inequities may exist. This allows for a micro review of student achievement areas. By providing focus on improving these metrics, we will support increased student achievement and increased access to programs which will support achieving our goal of equitable access for ALL students. The combination of the metrics and actions will move the district towards Equitable Access for ALL by providing opportunities for both individual student growth and support to expanded student experiences.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Percentage of Students passing AP Exams with a 3 or higher State Priority: 4, 7, 8	47.4% (2020)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	53.4% of students passing AP exams with a 3 or higher

Percentage of Seniors completing UC a-g requirements State Priority: 4, 7, 8	28.3% (2020)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	36.3% of Seniors completing UC a-g requirements
Percent of students determined prepared on Early Assessment Program (EAP) State Priority: 4, 7, 8	ELA: 46.4% (2019) Math: 15.6% (2019)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	ELA: 52.4% of students and Math: 30.59% of students scoring prepared on the Early Assessment Program (EAP)
Percentage of Seniors completing Career Pathways State Priority: 4, 7, 8	30.7% (2020)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	36.7% of Seniors completing Career Pathways
Percentage of LCAP survey respondents who feel students have access to a comprehensive course of study including programs and services developed and provided to unduplicated students and students with exceptional needs. State Priority: 7	75% (2021)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	81% of LCAP survey respondents who feel students have access to a comprehensive course of study.
English Learner Reclassification Rates State Priority: 4	3.3% (2021)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	20% of English Learners reclassified

Percentage of students total and across student groups enrolled in GATE K-6 State Priority: 4, 7, 8	10% (2021)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	16% of students total and across student groups enrolled in GATE K-6
Percentage of students in Least Restrictive Environment State Priority: 4, 7, 8	24.5% (18-19)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	42.5% of students enrolled in the Least Restrictive Environment

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	English Learner Support: Language Assessment Center	Maintain staffing at the Language Assessment Center for Employees (4) to provide initial and annual testing for incoming English Learner students and continuing English Learners. This ensures each English Learner receives proper placement and measures progress towards goals. Staffing includes Language Assessment Specialists and Language Assessment and Data Specialist.	$352,802.00	Yes
Action #2	English Learner Support: Language Support Services	Maintain the Language Support Services Staff to provide program oversight, staff development and clerical to support improved outcomes for our district-wide English learner program. Staffing includes: Director (1), clerical (1), Curriculum Program Specialists (3 @ 5%). These positions directly support our English Learner students with curriculum, training, and supports to meet English Learner educational and language acquisition needs.	$785,981.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #3	English Learner Support: English Learner Site Support	Maintain three district-wide English Learner Counselors through Language Support Services, three High School TOA's at the high school sites, and EL Site Lead stipends (one per site, 27 sites) to provide intense monitoring and support to English Learner students, including R-FEP students to keep students on track to graduate. This provides a team approach to supporting English Learners at the site level with their language acquisition needs and supports their success in classes.	$723,601.00	Yes
Action #4	English Learner Support: Instruction and Technology	The District's Language Support Services will purchase English Learner instructional materials and online programs for English Learners that supports EL student learning and assessment, as well as to target support for English Learners where it is needed.	$188,011.00	Yes
Action #5	English Learner Support: Dual Immersion	Supports the District's Language Support Services to purchase instructional materials for Dual Immersion students including English Learners at the 4 sites with dual immersion programs to support dual immersion English Learner student achievement.	$12,500.00	Yes
Action #6	English Learner Support: I-Station License	Purchase I-Station license to support our English Learner Dual Immersion students with online instructional and intervention support. This program supports the need for intervention support in Spanish.	$40,000.00	Yes
Action #7	English Learner Support: Dual Immersion Teachers	Provide Dual Immersion Teachers to support the increased need for sites to open dual immersion programs. This supports the need for teachers that are bilingual to support all dual immersion students including English Learners to enhance their learning and language acquisition skills.	$1,432,567.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #8	Special Education: Middle school support	Provide two Special Education Teachers at select middle schools to provide equitable access to grade level curriculum for special education students to support special education student achievement.	$180,004.00	No
Action #9	Special Education: Instructional Assistant support	Provide Instructional Assistants (47) for 6-hours a day so they can support special education students with core academic content knowledge acquisition.	$7,398,288.00	No
Action #10	Special Education: Instructional materials support	Purchase instructional materials for special education teachers and special education students to use in the classroom to support improved special education student outcomes in ELA and Mathematics.	$50,000.00	No
Action #11	Student Technology: 1 to 1 student devices	Maintain current student to device ratios (1:1) to ensure equitable access to technological resources for low income students. These technological resources are needed to support instruction in the classroom and access to resources during school and after-school hours for our low income students.	$6,146,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #12	Career Technical Education/Linked Learning (CTE/LL): Site Pathway support	Purchase instructional materials, equipment, and supplies for each Linked Learning pathway to provide classrooms with pathway specific needs for instruction, recruiting and marketing. This will support low income students in making selections of pathways to enroll and provide pathway specific and work-based learning curriculum and opportunities to support low income students to become pathway completers.	$667,317.00	Yes
Action #13	CTE/LL: Work-based learning	Increase work-based learning opportunities for CTE/LL pathways for low income students to provide job experiences such as, internships, job shadowing, field trips, and virtual activities for low income students to practice and improve their pathway skills.	$95,516.00	Yes
Action #14	CTE/LL: Pathway Promotion	Develop marketing materials to increase awareness, understanding, and participation of CTE/LL pathways across the district for low income students in CTE/LL pathways.This will support increased completing CTE pathways (currently 30.7%) and improved outcomes on the College and Career Indicator (currently 52.2%).	$15,000.00	Yes
Action #15	CTE/LL: Professional Development	Provide opportunities for CTE/LL teachers to collaborate with teachers or attend professional development conferences to support teacher knowledge and skills for instructing low income students in pathways and to provide work-based learning opportunities. This includes, registration, sub costs, and/or extra-duty pay where needed. An improved outcome will be an increase in Seniors completing a career pathway (currently 30.7%) which results in a higher number of students being college and career ready.	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #16	CTE/LL: Curriculum Program Specialist	Maintain the Curriculum Program Specialist for CTE/LL to provide instructional and pathway support for teachers, as well as support the implementation of work-based learning programs for low income students. This supports our low income students by providing highly qualified teachers who have specific industry related skills and supports the acquisition of industry related materials and opportunities for work-based learning to support low income student learning in pathway classes.	$133,268.00	Yes
Action #17	Career Technical Education: ROP Program	Provide ROP/CTE programs, classes, and pathways for English Learners, foster youth, and low income students with opportunities for work-based learning experiences, increase the college and career indicator, and prepare students to be college and career ready upon graduation.	$4,295,197.00	Yes
Action #18	Advancement Via Individual Determination (AVID): Site Support	Provide tutors, field trips, and instructional materials for AVID students in AVID classrooms and prepare low income and English Learner students for college and careers. Low income students will benefit through tutors, college field trips and improved instructional materials that will support low income and English Learner students with their preparation for college and careers and increasing the likelihood of their success in all classes in support of their a-g completion for college acceptance.	$459,292.00	Yes
Action #19	AVID: PSAT Testing for 8th grade	Provide the PSAT 8 to our 8th grade students. This is principally directed to our low income and English Learner students. This will benefit our low income and English Learner students through assessment, counseling, preparing and providing access to college going courses in high school.	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #20	AVID: AVID Teachers	Provide AVID teachers to support low income and English Learner students with their preparation for college and careers, increasing the likelihood of their success in all classes, and to support their a-g completion for acceptance to college.	$1,247,304.00	Yes
Action #21	Gifted and Talented Education (GATE): Teacher Stipends	Conduct co-curricular activities, field trips, and student supports GATE teachers stipends and extra duty hours to support low income and English Learner students enrolled in the GATE program at elementary school sites. This program provides learning acceleration activities for low income and English Learner students.	$48,128.00	Yes
Action #22	GATE: Teacher Conferences	Provide substitute teachers for teachers to attend conferences to support professional learning for GATE teachers to improve their skills to accelerate instruction for our low income and English Learner GATE students.	$7,000.00	Yes
Action #23	GATE: Elementary Site GATE Funds	Provide instructional materials, co-curricular activities and student field trips for GATE elementary school programs for low income and English Learner GATE students to provide learning acceleration activities at elementary school sites. This provides sites the opportunity to support the specific needs of their low income and English Learner students enrolled in GATE.	$46,085.00	Yes
Action #24	GATE: Middle School Site GATE funds	Provide instructional materials, co-curricular activities and student field trips for GATE middle school programs for low income and English Learner GATE students to provide learning acceleration activities at middle school sites.This provides sites the opportunity to support the specific needs of their low income and English Learner students enrolled in GATE.	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #25	GATE: AP Testing Support	Provide substitute teachers for Advanced Placement teachers to proctor Advanced Placement tests to provide a positive and quality testing environment to support student success for low income and English Learner students on the AP exams. Research shows students are more likely to be comfortable in a testing environment provided by their teachers.	$120,000.00	Yes
Action #26	Library: Middle School Librarians (4)	Reinforce Literacy at the secondary school level by increasing access to school libraries by supporting one credentialed school librarian at each middle school. Library access for low income, English Learners, and Foster Youth supports the success of our students in these populations and supports parent engagement activities on school sites. Additionally, Increased access to libraries supports unduplicated students with increased equity and supports outcomes for a-g completion (currently 28.3%), scoring a 3 or higher on AP exams (47.4%), scoring a 3 or higher on the ELA portion of the CAASPP (38.6%) and English proficiency on the ELPAC (42%).	$511,167.00	Yes
Action #27	Library: Library Media Technicians	Maintain elementary school library availability by providing library media technicians for 6 hours per day to support access and literacy for low income, English Learners, and Foster Youth students, parents, and staff use of libraries. Library access for low income, English Learners, and Foster Youth supports the success of our students in these populations and supports parent engagement activities on school sites. Increased access to libraries also supports unduplicated students with increased equity and supports outcomes for a-g completion (currently 28.3%), scoring a 3 or higher on AP exams (47.4%), scoring a 3 or higher on the ELA portion of the CAASPP (38.6%) and English proficiency on the ELPAC (42%).	$1,317,994.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #28	Library: K-12 Library Support	Provide district-wide support for libraries including developing collections of both print and digital literacy and information resources that meet the needs of low income, English Learners, and Foster Youth learners, to support the curriculum, and support district goals and initiatives for these unduplicated populations. Increased access to library support helps unduplicated students with increased equity and supports outcomes for a-g completion (currently 28.3%), scoring a 3 or higher on AP exams (47.4%), scoring a 3 or higher on the ELA portion of the CAASPP (38.6%) and English proficiency on the ELPAC (42%).	$350,000.00	Yes
Action #29	Library: Books in English & Spanish	Purchase books in English and Spanish for school libraries at each site. This purchase directly supports our English Learner students and parents by providing library books with Spanish/English translation. Increased access to these books in libraries supports unduplicated students with increased equity and supports outcomes for a-g completion (currently 28.3%), scoring a 3 or higher on AP exams (47.4%), scoring a 3 or higher on the ELA portion of the CAASPP (38.6%) and English proficiency on the ELPAC (42%).	$28,000.00	Yes
Action #30	Visual and Performing Arts (VAPA): Elementary VAPA Funds	Promote a positive school environment and school connectivity for our low income students by enhancing the elementary Visual and Performing Arts (VAPA) program by providing equitable materials and supplies including musical instruments and sheet music. This purchase provides the opportunity for our low income students to participate in Visual & Performing Arts programs in the district that may not otherwise be able to participate and supports the increased outcome in the metric that students are provided a comprehensive course of study based on the LCAP survey respondents (75%).	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #31	VAPA: Elementary Band Teacher (1)	Provide one additional elementary band teacher to expand program availability, serve additional English Learners, foster youth and low income students and provide equity of services principally directed to unduplicated students across the district.	$86,707.00	Yes
Action #32	VAPA: High School and Middle School VAPA Support	Support VAPA programs at the comprehensive middle and high schools by providing VAPA courses, as well as extra and co-curricular activities (including music, theatre, and fine arts) to support low income student experiences in VAPA programs. This purchase provides the opportunity for our low income students to participate in Visual & Performing Arts programs in the district that may not otherwise be able to participate and supports the increased outcome in the metric that students are provided a comprehensive course of study based on the LCAP survey respondents (75%).	$145,000.00	Yes
Action #33	VAPA: MusicFirst License	Provide a MusicFirst District License to support district music teachers and our low-socio economic student populations with recording and listening to music. This purchase provides the opportunity for our low income students to participate in Visual & Performing Arts programs in the district and provide curricular experiences that may not otherwise be able to participate and supports the increased outcome in the metric that students are provided a comprehensive course of study based on the LCAP survey respondents (75%).	$23,000.00	Yes
Action #34	VAPA: Band and Music Teachers	Principally directed to our English Learners, foster youth and low income students, provide 9 district band and music teachers and stipends for high school band directors to expand program availability, serve additional students and provide equity of services to unduplicated students across the district.	$454,346.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #35	VAPA: Site Band Support	Provide additional band support for High Schools, Middle Schools and elementary schools for instructional materials, equipment, and/or student field trips to support low income student experiences in band programs. This provides the opportunity for our low income students to participate in band programs and allows the school sites to support the specific needs in the music program for these unduplicated students.	$110,075.00	Yes
Action #36	VAPA: NJROTC Support	Provide NJROTC support for Bloomington and Colton High Schools for instructional materials, equipment, and/or student field trips to support low income student experiences in NJROTC programs. This provides the opportunity for our low income students to participate in the NJROTC program and allows the school sites to support the specific needs in NJROTC for these unduplicated students.	$2,000.00	Yes
Action #37	Student Field Trips	Provide opportunities for low income, English Learners, and Foster Youth students to gain experiences outside the classroom by supporting work-based learning and co-curricular student field trips for unduplicated students at all sites. These trips provide the opportunity for our low income, English Learners, and foster youth to have experiential learning opportunities tied to the curriculum to increase learning and student engagement on school sites.	$216,250.00	Yes
Action #38	Athletics: Middle School Intramural Athletics	Provide intramural athletics for low income students to participate in extracurricular activities at the middle school level to increase student engagement, motivation, school spirit, and support physical and mental health of our low income students.	$90,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #39	Athletics: High School Athletics Programs	Provide high school athletics for low income students to participate in extracurricular activities at comprehensive high schools to increase student engagement, motivation, school spirit, and support physical and mental health of our low income students.	$840,000.00	No
Action #40	Athletics: Additional Athletics Support	Purchase additional athletic equipment to ensure our low income students have access to proper equipment that promotes student safety during participation in athletics and intramurals.	$200,000.00	No
Action #41	Athletics: Athletic Directors	Provide an Athletic Director at each comprehensive high school (3) to support the planning, coordination, and implementation of the athletic program and supervision of coaches and athletes.	$335,382.00	No
Action #42	District System Design Partnership (DSDP): Plan implementation	Implement the District System Design Partnership Plan to support the aligning of systems within the district to support our student outcomes. This plan will focus on improving all success outcomes as well as increasing parent engagement in our programs.	$75,000.00	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.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 2	Student Achievement Prepare all students for college and career success in a global society by providing a rigorous course of study in all academic areas with an emphasis on proficiency in Literacy and Mathematics.

An explanation of why the LEA has developed this goal.

CJUSD developed the Student Achievement goal to focus on the areas of the dashboard that are specific to student achievement at the macro or district level. Focusing on student achievement will provide data to show the progress the district is making in support of our students academic growth and areas where additional support is necessary. The actions and metrics when grouped together for our goal will provide the instructional supports, assessment, and interventions necessary to support our teachers as they work with our focus students in our unduplicated populations including support for all students to increase student achievement.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Maintain 90% or higher Dashboard Graduation Rate State Priority: 4, 5	90.6% (2020)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	93.6% Dashboard Graduation Rate
Increase percentage of students prepared on the College and Career Readiness Indicator by 3% State Priority: 4, 7, 8	52.2% (2020)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	61.2% of students prepared on the College and Career Readiness Indicator
Increase percentage of students who meet or exceed in English Language Arts on CAASPP by 3% State Priority: 2, 4, 7, 8	ELA: 38.6% (2019)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	47.6% of students who meet or exceed in English Language Arts on CAASPP
Increase percentage of students who meet or exceed in Mathematics on the CAASPP by 3% State Priority: 2, 4, 7, 8	Math: 25.1% (2019)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	34.1% of students who meet or exceed in Mathematics on the CAASPP
Increase the percentage of students making progress towards English Proficiency on ELPAC Scores by 3% State Priority: 2, 4, 7, 8	42% (2019)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	51% of students making progress towards English proficiency on the ELPAC

K-1 Reading Fluency DIBELS at or above benchmark State Priority: 4, 8	K: 20% (2021) 1st: 29% (2021)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	K: 29% and 1st: 38% of students at or above benchmark on DIBELS reading fluency
iReady Diagnostic results grades 2-6 at Tier 1 State Priority: 4, 8	Reading: 39% (2021) Math: 27% (2021)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase the number of Tier 1 students in grades 2-6 on iReady Reading to 48%, and Math to 36%.
PSAT results for grades 7-10 State Priority: 4	Avg Total Score: 22% (2020) EBRW: 21% (2020) Math: 31% (2020)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase the Avg Total Score to 31%, EBRW to 30%, and Math to 40% on the PSAT for grades 7-10

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	English Language Arts (ELA): MS ELA Support Teachers	Provide one additional English Language Arts (ELA) Teacher at each middle school (4) to lower the class size across school sites and/or provide ELA Support to provide for intervention and support for low income, English Learners and Foster youth students who are below grade level and will benefit from smaller class sizes and more teacher supports. This supports our metrics for increasing the percentage of students who meet or exceed in ELA on CAASPP and students making progress towards English proficiency on ELPAC.	$451,193.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #2	ELA: HS ELA Support Teachers	Provide one additional English Language Arts (ELA) Teacher at each comprehensive high school (3) to lower the class size across school sites and/or provide ELA Support to provide more time for intervention and support for low income, English Learners and Foster youth students who are below grade level and will benefit from smaller class sizes and more teacher supports. This supports our metrics for increasing the percentage of students who meet or exceed in ELA on CAASPP and students making progress towards English proficiency on ELPAC.	$193,421.00	Yes
Action #3	ELA: HS ELA TOA's	Provide each comprehensive high school (3) with one ELA Teacher on Assignment (TOA). The TOA's will provide intervention and support for low income, English Learner, and Foster Youth students below grade expectations who will benefit from extra support in ELA from an additional teacher. This supports our metrics for increasing the percentage of students who meet or exceed in ELA on CAASPP and students making progress towards English proficiency on ELPAC.	$354,099.00	Yes
Action #4	English Language Arts (ELA) Curriculum Program Specialist	Provide one English Language Arts (ELA) Curriculum Program Specialist for the District to provide ELA instructional and assessment support for ELA Teachers throughout the District. This supports our metrics for increasing the percentage of unduplicated students who meet or exceed in ELA on CAASPP and English Learners making progress towards English proficiency on ELPAC.	$115,817.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #5	Mathematics (Math): MS Math Support Teachers	Provide one additional Mathematics Teacher at each middle school (4) to lower the class size across school sites and/or provide math support to provide for intervention and support for low income, English Learners and Foster youth students who are below grade level and will benefit from smaller class sizes and more teacher supports. This supports our metrics for increasing the percentage of students who meet or exceed in Math on CAASPP.	$283,691.00	Yes
Action #6	Math: HS Math Support Teachers	Provide one additional Mathematics Teacher at each comprehensive high school (3) to lower the class size across school sites and/or provide math support to provide more time for intervention and support for low income, English Learners and Foster youth students who are below grade level and will benefit from smaller class sizes and more teacher supports. This supports our metrics for increasing the percentage of students who meet or exceed in Math on CAASPP.	$344,730.00	Yes
Action #7	Math: HS Math TOA's	Provide each comprehensive high school (3) with one Mathematics Teacher on Assignment (TOA). The TOA's will provide intervention and support for low income, English Learner, and Foster Youth students below grade expectations who will benefit from extra support in Math from an additional teacher. This supports our metrics for increasing the percentage of students who meet or exceed in Math on CAASPP.	$383,921.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #8	Summer School (SS): Instructional Materials	Maintain the summer school program at the middle and high schools to allow unduplicated students to remediate classes and to take classes to gain schedule flexibility to enroll in and complete CTE pathways and UC/CSU course requirements. This action provides materials and supplies for summer school to support instruction in the classroom. This principally benefits our low-socioeconomic, English Learner, and Foster Youth students to provide class instructional materials and supplies that would not otherwise be available. This supports multiple metrics for our unduplicated students including proficiency on CAASPP in ELA and Math, progress on ELPAC, maintaining graduation rate, and increasing preparedness on College and Career Indicator.	$354,918.00	Yes
Action #9	SS Salaries and Benefits	Maintain the summer school program at the middle and high schools to allow students to remediate classes and to take classes to gain schedule flexibility to enroll in and complete CTE pathways and UC/CSU course requirements. This action provides teachers, classified staff, administrators to support participation by our low income, English Learners, and Foster Youth students who may not otherwise be able to graduate without participation in the summer school program. This supports multiple metrics including proficiency on CAASPP in ELA and Math, progress on ELPAC, maintaining graduation rate, increasing students prepared on College and Career Readiness.	$270,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #10	Elementary TOA's: One per site (18)	Continue the 18 elementary teachers on assignment to provide coordinated interventions to low income, English Learner, and Foster Youth students below grade level expectations as needed at elementary sites to support unduplicated students on site with interventions in reading, mathematics, and assessment. This supports metrics for increasing I-ready diagnostic scores, DIBELS fluency increases, CAASPP increases in Math and ELA, and ELPAC scores.	$4,555,951.00	Yes
Action #11	Elementary TOA's: training, supplies and equipment	Provide professional learning, instructional materials and equipment support for Elementary TOA"s to support their work with low income, English Learner, and Foster Youth students below grade level expectations as needed at elementary sites to support unduplicated students on site with interventions in reading, mathematics, and assessment. This supports metrics for increasing I-ready diagnostic scores, DIBELS fluency increases, CAASPP increases in Math and ELA, and ELPAC scores.	$359,120.00	Yes
Action #12	Literacy: DIBELS Amplify Online	Continue the use of an assessment program to measure reading proficiency and identify English Learners, foster youth and low income students in need of interventions in order to achieve grade level reading proficiency. Implement DIBELS Amplify Online assessment districtwide to K-1. Funds used to support purchase of the online program and to provide K-1 teacher release time for unduplicated student testing. This supports our metric for K-1 reading fluency at or above benchmark on DIBELS.	$206,241.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #13	MS MESA Teachers (4)	Support the integration of career education at the middle school level for low income and English Learner students through the creation of elective courses for students which articulate to the high school career education options. Provide one teacher at each middle school site (4). This provides the opportunity for our low income and English Learner students to participate in career education programs in the district that may not otherwise be able to participate. This supports multiple metrics including proficiency on CAASPP in ELA and Math, progress on ELPAC, maintaining graduation rate, increasing students prepared on College and Career Readiness.	$320,681.00	Yes
Action #14	MS MESA: Instructional materials	Provide funding for each middle school (4) to support the purchase of instructional materials, supplies and equipment for middle school MESA courses. This provides the opportunity for our low income and English Learner students to participate in career education programs in the district that may not otherwise be able to participate. This supports multiple metrics including proficiency on CAASPP in ELA and Math, progress on ELPAC, maintaining graduation rate, increasing students prepared on College and Career Readiness.	$30,000.00	Yes
Action #15	Technology: Curriculum Program Specialists (4)	Provide educational technology Curriculum Program Specialists (4) to assist teachers in integrating technology into lessons aligned with the Common Core State Standards. This support is principally directed toward our low income, English Learner, and Foster Youth students who will benefit from the use of technology in instruction and increased engagement in classes. This supports multiple metrics including proficiency on CAASPP in ELA and Math, progress on ELPAC, maintaining graduation rate, increasing students prepared on College and Career Readiness.	$604,397.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #16	Technology: Technology Support Staff	Maintain technology support staff (15 fte) to assist teachers and school sites with maintenance and support of instructional technology. This support is principally directed toward our low income, English Learner, and Foster Youth students who will benefit from the use of technology in instruction and increased engagement in classes. This supports multiple metrics including proficiency on CAASPP in ELA and Math, progress on ELPAC, maintaining graduation rate, increasing students prepared on College and Career Readiness.	$1,760,266.00	Yes
Action #17	Teacher Collaboration: Teacher Prep Days (2)	Include two non-student collaboration days in the certificated work year calendar to provide teachers with planning and collaboration opportunities. The two additional days will be subject to the development of guiding principles for the effective preparation and student achievement-centered use of time and will support student achievement.	$1,393,520.00	No
Action #18	Teacher Collaboration: Teacher Collaboration Day	Continue to support teacher collaboration to design and implement Common Core based lessons, review assessment data, and support increased student achievement. This is principally directed toward our low income, English Learners, and Foster youth students by supporting improved lesson design and implementation in the classroom thereby increasing student engagement and success. Provide one teacher day outside the work calendar. This supports multiple metrics including proficiency on CAASPP in ELA and Math, progress on ELPAC, maintaining graduation rate, PSAT results, and increasing students prepared on College and Career Readiness.	$940,394.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #19	Teacher Collaboration: SPED & GenEd Collaboration Day	Provide Students with Disabilities and General Education teachers time to collaborate together to support instruction of students with disabilities. This will support improved instruction and interventions in the classroom to support students with disabilities.	$200,000.00	No
Action #20	Professional Learning (PL): Online Professional Learning Stipend	To reduce the amount of time teachers are out of the classroom for staff development, provide elementary teachers an opportunity to participate in online project driven staff development. This will support improved instruction in the classroom and is principally directed towards our English Learners, foster youth, and low income students.	$22,500.00	Yes
Action #21	PL: Alludo License	Purchase a license for Alludo, a technology platform to store the district's online professional learning software program to support teacher professional learning. This program allows teachers to access online learning at any time and do so at their own pace to support instruction for our English Learners, foster youth, and low income students.	$32,128.00	Yes
Action #22	PL: LETRS Training	Provide 2nd Grade teachers and Elementary Teachers on Assignment to participate in LETRS Training to support literacy of our low income and English Learner students. This supports metrics for increasing I-ready diagnostic scores, DIBELS fluency increases, CAASPP increases in Math and ELA, and ELPAC scores.	$80,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #23	PL: Elementary Science & Social Studies	Provide elementary Science and Social Studies teachers professional learning to support Core instruction. This is principally directed toward our low income, English Learners, and Foster youth students by supporting improved lesson design and implementation in the classroom thereby increasing student engagement and success. This supports multiple metrics including proficiency on CAASPP in ELA and Math, progress on ELPAC, maintaining graduation rate, PSAT results, and increasing students prepared on College and Career Readiness.	$80,000.00	Yes
Action #24	PL: Support for Professional Learning without substitutes.	Provide professional learning options to teachers to participate outside the school day. This benefits the students by providing their teacher of record in the classroom as much as possible..	$84,000.00	No
Action #25	PL: Cultural Proficiency and Equity Professional Learning	Purchase supplies and materials to support Cultural Proficiency and Equity Professional Learning for all District Certificated and Classified Staff. This training will support teacher understanding of the needs of our low income, English Learner, and foster youth and how to support their individual learning needs during instruction. This supports multiple metrics including proficiency on CAASPP in ELA and Math, progress on ELPAC, maintaining graduation rate, PSAT results, and increasing students prepared on College and Career Readiness.	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #26	Elementary Assessment: Illuminate License	Continue to utilize Illuminate as the district's online assessment and reporting system. This allows teachers to effectively use assessment data and modify instruction for all students.	$153,560.00	No
Action #27	Science Fair: Science Fair Support	Continue to support implementation of NGSS standards and the engagement of English Learners, foster youth, and low income students and support for participation in the Science Fair. This is principally directed at our low income, English Learners, and Foster Youth students to increase student engagement outside of class in the Science Fair and provide the opportunity to participate that would not otherwise be provided.	$20,813.00	Yes
Action #28	Science Fair: Z Fairs	Provide Z Fair software for providing online support and management for the District Science Fair to support students participating in Science Fair and the presentation of their projects online.	$20,000.00	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.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 3	Wellness Cultivate a positive, engaging school climate in which students are provided with resources to address their social, emotional and academic needs while providing a safe environment to succeed.

An explanation of why the LEA has developed this goal.

CJUSD developed the Wellness goal to support our students' social, emotional, and academic needs. In order for students to succeed academically students need to feel safe, supported, and have their social and emotional needs met. This is especially true as we continue to feel the effects of the pandemic. The metrics and actions grouped within this goal upon analysis will allow the district and school sites to identify specific students that are struggling and provide the staffing, training, and materials necessary to target support to meet student needs.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

Chronic Absenteeism: less than or equal to 11% of school population State Priority: 5	11.9% (2019-20)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Decrease Chronic absenteeism to less than or equal to 10.9% of the school population.
Attendance Rates: Comprehensive sites will maintain an average of 96% State Priority: 5	92.32% (2019-20)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain an average attendance rates of 96% at comprehensive sites
Pupil Suspension Rate: <2.5 percent State Priority: 6	3.9% (2019-20)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Reduce the pupil suspension rate to less than or equal to 2.4%.
Expulsion Rate: <0.5 percent State Priority: 6	0.12% (2019-20)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Decrease the Expulsion Rate to less than or equal to 0.09%.
Drop out Rate: <5% high school <1% Middle School State Priority: 5	HS: 6.2% (2019-20) MS: 0.2% (2019-20)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Decrease the high school dropout rate to less than 5% and maintain less than 1% middle school dropout rate.

PBIS School Climate Survey: Average 3 or higher State Priority: 6	Elementary: 3.14 Middle School: 2.90 High School: 2.78 Alternative Ed: 2.98 (all 2020)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Obtain an average score or higher on the PBIS School Climate Survey for: Elementary: 3.44 Middle School: 3.20 High School: 3.08 Alternative Ed: 3.28
Participation in LCAP Survey: 3% per year State Priority: 1, 2, 3, 5, 6, 7	4141 total responses (2021)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase participation in the LCAP survey to over 4265 total responses
Maintain Mental Health Positions at minimum 2 Staff & 20 interns State Priority: 4, 5, 6	2 staff 20+ interns (2021)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain a minimum of 2 staff and 20+ interns for mental health positions.
Increase the number of identified students referred to CJUSD Mental Health Program by 5% State Priority: 4, 5, 6	Referrals: 523 (2021)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase the number of referrals to the CJUSD Mental Health Program to : 550

Actions

Action #	Title	Description	Total Funds	Contributing

Action #	Title	Description	Total Funds	Contributing
Action #1	Positive Behavior Interventions & Support (PBIS): Clinical Therapist	Provide a Clinical Therapist to support low income, English Learner and foster youth students at school sites focusing on the English Learner students' wellness and mental health.	$155,534.00	Yes
Action #2	PBIS: Program Support	Continue the components of the Positive Behavior Intervention and Supports (PBIS) framework to encourage behaviors that promote learning, including good attendance, study habits, and respect, to keep students enrolled in school and on-track towards graduation.	$474,314.00	No
Action #3	PBIS: Assistant Principals Elementary	Maintain full-time assistant principals at the elementary school sites (18) to provide additional administrative support for low income, English Learners, Foster Youth This support includes behavior interventions, instructional interventions, and emotional support.	$2,437,547.00	Yes
Action #4	PBIS: Assistant Principals High School	Maintain full-time assistant principals (15) at the comprehensive high school sites to provide additional administrative support for low income, English Learners, Foster Youth This support includes behavior interventions, instructional interventions, and emotional support.	$2,021,801.00	Yes
Action #5	PBIS: SART & SARB Misc. Services	Continue to use the State recognized SARB program and school level SART program to address absences, particularly chronic absenteeism. Provide incentives for increasing attendance and to increase student engagement at school.	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
Action #6	PBIS: Foster & Low Income Support Services	Provide low income and foster youth families with resources and connections to support services designed to keep their students in school.	$100,000.00	Yes
Action #7	PBIS: Extra-Duty	The Student Services Division will provide extra-duty to staff to support PBIS, Mental Health, and safety needs to increase student engagement and connectedness at school.	$20,000.00	No
Action #8	Student Safety: Crossing Guards	The district will continue to provide crossing guard services through a contracted company to ensure our low income students feel safe while walking to and from school. This is principally directed to our low income students to provide for their safety.	$230,306.00	Yes
Action #9	Student Safety: School Resource Officers	Provide three School Based Resource Officers and associated salaries and benefits, one at each of the comprehensive high schools, to provide support, guidance, and interventions for students at all district elementary, middle and high school sites.	$636,865.00	No
Action #10	Student Safety: Probation Officer-offset by County	Support the SARB and SART process by leveraging the use of a school based probation officer to support student engagement and attendance at school. Funding provided for salary and associated benefits and is partially offset by a county grant.	$31,235.00	No

Action #	Title	Description	Total Funds	Contributing
Action #11	Student Safety: Safety Supplies	Provide safety supplies and updated classroom emergency backpack supplies for all students to feel safe at school.	$70,000.00	No
Action #12	Student Safety: Safety Executive Task Force	Support District and School Site safety initiatives by developing and implementing a safety executive task force to review district safety procedures and operations and provide for increased support of safety initiatives and for all students to feel safe.	$50,000.00	No
Action #13	Physical & Mental Health: Nurses (4)	Maintain School Nurses (4) to meet the health needs principally directed at our low income, English Learners, and foster youth students throughout the district.	$1,050,239.00	Yes
Action #14	Physical & Mental Health: Health Assistants (25)	Maintain on-site health support principally directed at our low income, English Learners, and foster youth students throughout the district by providing 6-hour Health Assistants with associated salary and benefits to support unduplicated student health needs.	$738,604.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #15	Physical & Mental Health: Behavioral & Mental Health Manager (1)	Maintain the mental health support system principally directed at our low income, English Learners, and foster youth students throughout the district by providing a licensed clinical supervisor who will serve as the district mental health manager. This position will oversee internship students within the same field to expand the number of low income, English Learners, and foster youth students who receive support services. These positions will integrate with Student Services and Pupil Personnel Services to provide support for low income, English Learners, and foster youth students academically, socially, emotionally, and mentally.	$173,195.00	Yes
Action #16	Physical & Mental Health: Counselors: Elementary (18)	Maintain 18 elementary counselors, one for each elementary school to support Low Income, English Learners, and foster youth to address barriers for positive school attendance, mental health referrals, and assist with implementation of Positive Behavioral and Intervention Supports Frameworks.	$1,905,969.00	Yes
Action #17	Physical & Mental Health: Speech Therapist Stipends (15)	Provide stipends and associated benefits costs for Speech Therapists as both a recruitment tool and a retention incentive to support the speech needs of our English Learners, foster youth and low income students.	$191,072.00	Yes
Action #18	Physical & Mental Health: Psychologist Stipends (19)	Maintain stipends and associated benefits costs for School Psychologists as both a recruitment tool and a retention incentive to support the Psychological needs of our English Learners, foster youth and low income students.	$316,983.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #19	Physical & Mental Health: Kelvin License	Purchase a Kelvin License to provide a platform to support students and staff social emotional support and wellbeing.	$70,000.00	No
Action #20	Physical & Mental Health: Counselor Training	Provide mental health training for a comprehensive counseling program to provide support for Low Income, English Learners, and foster youth students academically, socially, emotionally, and mentally.	$50,000.00	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 4	Family and Community Engagement Encourage and promote parent, family and community engagement in the education process, providing opportunities for active input in decision making.

An explanation of why the LEA has developed this goal.

CJUSD developed the Family and Community Engagement goal to increase the involvement of families and the community in the educational processes of the district. This goal will support involvement and communication to and from families and the community regarding their needs and allow the district to target support where needed. In addition, this goal allows the district to support increasing needs for communication with our families and community stakeholders. The actions and metrics below will support achievement of increasing active input in decision making through family and community engagement.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Increase average attendance at District Parent Meetings seeking input in decision making, programs for unduplicated pupils, and programs for individuals with exceptional needs State Priority: 3	DPAC: 100 DELAC: 100 AAPAC: 15 LCAP: 20 Community Cabinet: 75 Special Ed Parent Nights: 50 GATE Parent Nights: 100 (all 2021)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase average attendance at District parent meetings to the following: DPAC: 115 DELAC: 115 AAPAC: 25 LCAP: 35 Community Cabinet: 85 Special Ed Parent Nights: 80 GATE Parent Nights: 115

Increase parent participation in LCAP Survey by 5% State Priority: 3, 6	1030 parent responses (2021)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase parent responses to the LCAP survey to more than 1200.
Increase number of cohorts of parents completing parent leadership training by 10% State Priority: 3	50 parents (2020)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	65 parents completing the parent leadership training
Increase number of monthly social media impressions and reach by 5% to support parent involvement in district programs including programs for unduplicated and exceptional needs students. State Priority: 3, 6	Facebook: 18,000 Tweets: 48.500 Instagram: 50,000 (all 2021)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase the number of social media impressions and reach to support parent involvement in district programs including programs for unduplicated and exceptional needs students: Facebook: 20,700 Tweets: 55,775 Instagram: 57,500

Increase parent involvement in District workshops by 10% to support parent involvement in district programs including programs for unduplicated and exceptional needs students. State Priority: 3	200 parents (2021)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase to 260 parents participating in District workshops to support parent involvement in district programs including programs for unduplicated and exceptional needs students.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Parent Engagement (PE): Parent Workshops	Host parent workshops principally designed to support and engage parents of low income, English Learners, and foster youth students and provide leadership opportunities in the educational environment by increasing their understanding of educational standards and child development.	$331,946.00	Yes
Action #2	PE: Communications Specialist (1)	Maintain the district Communications Specialist position which is principally designed to support and engage parents of low income, English Learners, and foster youth students to facilitate open communications with parents through social media, web presence, community events, and school events.	$115,008.00	Yes
Action #3	PE: Community Liaisons: Student Services (2)	Maintain two Community Liaison positions (bilingual) to serve as an intermediary to parents and the school to support increased parent engagement. This is principally designed for parents of our low income, English Learners, and foster youth.	$154,130.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #4	PE: Translator/Interpreter	Maintain translator/interpreter positions (4) to provide translation services for parents. This is principally designed for parents of our English Learners to increase communication and support for their students.	$309,363.00	Yes
Action #5	English Learner Parent Support: Bilingual Stipends	Increase bilingual stipend and associated benefits for classified staff to support work on school sites, translation for site meetings, and increased retention of staff seeking stipend. This is principally designed for parents of our English Learners to increase communication and support for their students.	$111,338.00	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.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 5	Access to Resources Ensure students have access to quality resources, facilities, and highly qualified teachers

An explanation of why the LEA has developed this goal.

CJUSD developed the Access to Resources goal as a maintenance goal to meet the needs for instructional materials, facilities, and teachers that the district must maintain in order to offer a high quality educational experience for our students. The actions and metrics listed below grouped together ensure a baseline of support required to maintain quality resources, facilities, teachers, and staff to support learning.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Zero Instructional Materials findings on Williams supporting student access to standards aligned instructional materials and courses. State Priority: 1, 2, 7	Zero findings (2021)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Continue to receive Zero Findings on Instructional materials for Williams supporting student access to standards aligned instructional materials and courses.
Zero school facilities findings on Williams. State Priority: 1	Zero findings (2021)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Continue to receive zero findings on facilities for Williams.

Zero findings Teacher Credentialing assignments. State Priority: 1	Zero findings (2021)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Continue to receive zero finding for teacher credentialing assignments.
Zero findings Teacher Credentialing compliance w/authorization. State Priority: 1	Zero findings (2021)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Continue to receive zero finding for teacher credential compliance with authorizations.
Teachers continue to attend professional development on state standards and frameworks including integrating ELD into instruction. State Priority: 1, 2, 4	100% teachers provided pd on frameworks as needed. (2021)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% teachers provided pd on frameworks including integrating ELD into instruction as needed.
Pacing guide completion within current adoptions supporting student access to standards aligned instructional materials including ELD standards in courses. State Priority: 1, 2, 7, 8	MS: 81% (2021) HS: 90% (2021)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase pacing guide completion to support student access to standards aligned instructional materials including ELD standards in courses: MS: 90% HS: 95%

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Site/Department Allocations	Continue to support the direction of school sites to target the specific needs of their low income, English Learners, and foster youth with interventions, field trips, technology, assemblies and professional development for teachers to promote Low Income, English Learners, and Foster Youth student achievement.	$6,405,016.00	Yes
Action #2	Certificated $250: Instructional Materials	Continue to provide classroom and itinerant certificated staff $250 for instructional supplies based on the unique needs of each staff member and/or classroom. These supplies are primarily directed to support our English Learners, foster youth, and low income students.	$400,000.00	Yes
Action #3	Teacher Induction	Continue to participate in an induction program to assist new teachers in obtaining support in their first years of teaching. Focus is placed on feedback directed at lesson planning, instructional delivery and assessment of student needs. This is principally designed for teachers of our low income, English Learners, and to increase student engagement and support.	$286,600.00	Yes
Action #4	New Employee Onboarding	Provide a new employee orientation to allow staff members to become familiar with district and site procedures prior to or at the start of the school year.	$10,000.00	No
Action #5	Classified Staff Development	Allow classified staff an opportunity to update their skills and expand their knowledge base through professional learning opportunities.	$57,000.00	No

Action #	Title	Description	Total Funds	Contributing
Action #6	Replacement Textbooks	Provide English Learners, foster youth, and low income students with Common Core Standards replacement textbooks for current and new adoptions to provide for unduplicated student learning.	$6,881,584.00	No
Action #7	Secondary Elective Textbooks	Provide new and replacement non-core and elective textbooks to provide student access to standards aligned instructional materials, adequate resources to support Low Income, English Learners, and Foster Youth students to increase engagement and learning in the classroom.	$200,000.00	Yes
Action #8	Additional Secondary Elective Textbooks	Provide new and replacement non-core and elective textbooks to provide student access to standards aligned instructional materials, adequate resources to support low income, English Learners, and foster youth students to increase engagement and learning in the classroom.	$200,000.00	Yes
Action #9	NGSS Materials K-12	Provide Supplementary instructional materials to enhance and support academic instruction and to provide adequate resources to support low income, English Learners, and foster youth students to increase engagement and learning in the classroom. This academic enrichment will augment instruction and ensure supplemental materials are current, relevant, and beneficial Current focus will be on K-12 Next Generation Science Standards materials.	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #10	M&O Staff and Materials	All school facilities will be maintained in good repair by continuing the Maintenance and Operations staff hired as additional school site support.	$2,534,520.00	No
Action #11	Asset Manager & Materials	Maintain an Asset Manager to oversee the inventory of instructional technology and instructional materials, to ensure students and teachers have timely access to both.	$123,663.00	No
Action #12	Home-to-School Transportation	Principally directed and effective for English Learners, foster youth, and low income students, provide home to school transportation to provide for student safety, decrease absenteeism, and improve unduplicated student engagement.	$8,716,009.00	Yes
Action #13	Playground Equipment	Provide replacements for defective or out-dated playground equipment with new equipment that supports a safe school environment and supports student engagement at school sites.	$1,500,000.00	No

Action #	Title	Description	Total Funds	Contributing
Action #14	Substitute Costs	Provide substitutes when it is necessary for school sites to support a teacher with a substitute for school site and student support meetings (IEP/504) or for collaboration amongst teachers at sites to support student success.	$1,000,000.00	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.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

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

[Intentionally Blank]

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[Intentionally Blank]

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
31.25%	$57,553,792.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

The District continues to provide targeted services to our unduplicated pupil populations (low income, foster youth, English learners) while supplementing the programs available to all students (5 CCR 15496).

Dual Immersion
Goal 1, Action 5: Dual immersion (DI)
Goal 1, Action 6: I-Station License
Goal 1, Action 7: DI Teachers

Needs Conditions, and Circumstances:
Beginning in 2021-22 we have expanded the Dual Immersion (DI) program from one cohort to three with new Kindergarten DI classes. The District English Language Advisory Committee (DELAC) Needs Assessment and input from the CJUSD community have consistently

requested the expansion of our Dual Immersion program. Based on the expansion community surveys, 94% of the respondents were in favor of our Dual Immersion program. This level of interest is evident in our 2021-2022 enrollment numbers at the three elementary Dual Immersion sites, where in kindergarten, we have waiting lists for Dual Immersion at Birney, Grand Terrace Elementary and Grimes Elementary. Current enrollment numbers show 405 dual immersion students. Out of these, 145 are English Learners, and 33 students representing 23% of the DI enrollment are newcomers. This program also supports the California Department of Education initiative of Global 2030.

Purpose:
These actions provide for instructional materials for our dual immersion teachers and students, an I-Station license to support students with intervention supports specific to our English Learners as it provides intervention with Spanish language materials, and supporting the additional teachers needed to support the dual immersion program as it begins in Kindergarten and expands to the remaining grade levels. CJUSD students enrolled in a Dual Immersion program receive academic instruction in Spanish and English following the 90/10 model K-6. In middle school they enroll in two, out of seven, academic periods that are taught in Spanish (History and a Spanish Language class). This dual path provides students with access to advanced Spanish classes in high school and an opportunity to achieve the State Seal of Biliteracy. Our DI program offers an innovative educational environment which is engaging, promotes bilingualism and biliteracy, cross-cultural competence, critical thinking skills, problem-solving skills, and grade level academic proficiency.

Justification to Continue Action/Measurement of Effectiveness:
The justification for the continuation of providing DI classroom teachers and instructional materials from 2017- 2020 LCAP is the effectiveness shown as our cohort of DI students at Ruth Grimes Elementary are now one of our highest performing schools with all students scoring 0.1 points above standard in English Language Arts on California Assessment of Student Performance and Progress (CAASPP) with English Learners 17.6 students behind standard. In Mathematics, CAASPP scores show all Ruth Grimes students scoring 12.4 points below standard and English Learners 22.2 points below. This compared to our overall district totals of -31.4% of all students in English Language Arts and -72.3 below in Mathematics.

We will continue to measure the effectiveness of this program with our enrollment numbers, scores on the CAASPP assessment, English Learner Reclassification rates, and increased percentage of English Learners making progress toward English Proficiency on English Language Proficiency Assessments for California (ELPAC) scores (42%). As our DI students from Ruth Grimes are now reaching the high school level we will also plan to see increases in the percentage of students completing UC a-g requirements (28.3%) and increased numbers of students receiving the California Seal of Biliteracy (currently 208).

Career Technical Education/Linked Learning
Goal 1, Action 12: Career Technical Education/Linked Learning (CTE/LL) Site Pathways Support
Goal 1, Action 13: CTE/LL Work-based learning
Goal 1, Action 14: CTE/LL Pathway promotion

Goal 1, Action 15 CTE/LL Professional Development
Goal 1, Action 16: CTE/LL Curriculum Program Specialist
Goal 1, Action 17: CTE/LL ROP Program

Needs, Conditions, and Circumstances:
Stakeholder input requested continued support for hands-on learning and classes that support postgraduate education/employment. CJUSD Results from the 2021 LCAP Survey report that only 21% of students participated in CTE courses, only 75% of students feel they have access to a comprehensive course of study, only 30.7% of Seniors completed a Career Pathway including 19 English Learners and 1 foster youth. Our percentage of students prepared on the College and Career Dashboard Indicator stands at 52.2% for 2020 including 36.1% for English Learners, 51.4% for low income students, and 30.4% for foster youth. There is a need to increase the number of students completing pathways and scoring prepared on the CCI to support students graduating college and career ready.

Purpose:
CJUSD provides a comprehensive Career Technical Education/Linked Learning program serving students at each high school. These programs are principally directed toward providing our low income, English Learners, and foster youth students with opportunities for career exploration activities at the elementary and middle school level, and work-based learning opportunities including internships, volunteer work, job-shadowing, and certification for students in specific industries. Currently, CJUSD offers 9 Linked learning pathways and over 20 career pathways for students to enroll with the actions and services provided.

Justification to Continue Action/Measure of Effectiveness:
The justification to continue supporting our students with High quality CTE, addresses the goals of college and career readiness and provides learning options that are appealing to our English Learners, low income and foster youth students who might otherwise be at risk of leaving high school. We will continue to measure the effectiveness of our CTE/LL program through the District's College and Career data. The data is low in some areas but continues to move in a positive direction since our last report in 2019. The district's a-g completion rate increased to 28.3% up from 26%, the percentage of seniors completing Career Technical Education pathways increased from 22.7% to 30.7% including 19 English Learners and 1 foster youth, and the College and Career Readiness Indicator improved from 51.4% to 52.2% including 36.1% for English Learners, 51.4% for low income students, and 30.4% for foster youth. Funding for these programs and their expansion will continue with emphasis on improving the number of unduplicated students enrolled, increased A-G completion rate of these students, and implementation of increased work-based learning opportunities for these students to support College and Career Readiness.

Advancement Via Individual Determination (AVID)
Goal 1, Action 18: Advancement Via Individual Determination (AVID) Site Support
Goal 1, Action 19: AVID PSAT testing for 8th grade
Goal 1, Action 20: AVID Teachers

Needs, Conditions, and Circumstances:
CJUSD is committed to continuing to support our English Learners, foster youth, and low income students in AVID at all secondary sites including our National Demonstration School AVID sites. Input from our stakeholders in the AVID program continue to demonstrate a lack of funding to support our unduplicated population within the AVID program. Areas needing support include the need for AVID Tutors, instructional materials, specific tutoring for AP testing, the need to support the school wide PSAT testing of unduplicated students and others to continue the sites demonstration status and support their college preparedness, increased AVID teachers in all CORE subjects, and college field trip experiences.

Purpose:
The District continues to support the Advancement Via Individual Determination (AVID) program that includes 85.4% of the 1083 AVID High School Students, and 2,087 AVID Middle school students are English Learners, foster youth, or low income. The actions and services are used to support programs at all levels and used to hire 2 partial FTE AVID Teachers, AVID Tutors, purchase instructional materials, pay for participation in the AVID program, support students to take AVID field trips to local colleges and universities, and provide a measurement for our teachers and counselors to use the results of the PSAT test for 8th graders to support access to high school Advanced Placement (AP) classes or areas where intervention may be needed. The AVID program is principally directed towards providing our low income, English Learners, and foster youth and available to all students with opportunities to prepare for college readiness.

Justification to Continue Action/Measurement of Effectiveness:
The justification for the continuation of the support from the 2017-2020 LCAP of AVID unduplicated students is the success the students have in the program and its effectiveness in meeting our student outcomes in most areas. Currently, 85.4% of AVID students are either low income, English Learners, or Foster Youth and AVID's effectiveness is supported in our dashboard metrics in the number of students passing AP Exams (2017: 37%, 2020: 47.4%), and the College and Career Readiness Indicator (2017: 16.1%, 2020: 52.2%). AVID also supports the completion of UC a-g and, although our overall metric decreased from 30.1% to 28.3%, over 90% of AVID students complete these requirements. We will continue to measure the effectiveness of this program using the AP exam pass rate, college and career readiness indicator and in reviewing the metrics for students meeting UC a-g requirements.

Gifted and Talented Education
Goal 1, Action 21: Gifted and Talented Education (GATE) Teacher Stipends
Goal 1, Action 22: GATE: Teacher Conferences
Goal 1, Action 23: Elementary Site GATE Funds
Goal 1, Action 24: Middle School Site GATE Funds
Goal 1, Action 25: GATE AP Testing Support

Needs, Conditions, and Circumstances:
Data shows our GATE students are higher performing than our non GATE students on the CAASPP. In order to promote equity for our unduplicated students this is one area we would like to focus on increasing enrollment into the program. Current enrollment numbers for grades 3 through 6 show 132 English Learners (also includes Reclassified Fluent English Proficient) which represent 25% of 524 students or 5% of our students (10,000+) are GATE students.

Purpose:
The district continues to support the needs of our English Learners, low income, and foster youth students in Gifted and Talented Education in grades 3-12 with acceleration and enrichment activities at the elementary and middle school level and support for students in AVID and Advanced Placement classes at the high school level. The actions and services at the elementary and middle school level provide teacher stipends, conferences, and instructional materials for the additional time and support needed for these students and the overall program. Each site is provided opportunities for students to attend field trips that support their academic needs. At the high school level, we provide testing support for our Advanced Placement GATE students by providing our teachers to proctor AP exams in all but their assigned subject areas to provide a more conducive testing environment.

Justification to Continue Action/Measurement of Effectiveness:
The continuation from the 2017-2020 LCAP of providing GATE Teacher stipends along with unduplicated students support affirms our goals for increasing our performance on CAASPP as GATE students as a whole scored 73 points above standard in English Language Arts on CAASPP compared with overall district students scoring 31 points behind standard. In Mathematics, CAASPP scores show all GATE students scoring 48 points above standard compared with overall district students scoring 62 points below.

We will continue to measure the effectiveness of this program with our unduplicated enrollment numbers, increased academic achievement with scores on the CAASPP assessment and percentage of Advanced Placement students scoring a 3 or higher on the Advanced Placement exams in high school. We would like to see an increase in that number of 2-3% per year over the next three years. That is consistent with the improvement seen in the 2017-20 LCAP as the pass rate effectively rose from 37% in 2017 to 47.4% in 2020.

Library Resources
Goal 1, Action 26: Middle School Librarians
Goal 1, Action 27: Library Media Technicians
Goal 1, Action 28: K-12 Library Support

Needs, Conditions, and Circumstances:
CJUSD would be without library services district-wide without support for these actions and services. Critically in need of support for literacy are our English Learners who are 57.9 points below and foster youth who are 70.8 points below the average distance from the standard on

CAASPP on English Language Arts. In addition, our English Learners scored at 42% for making progress towards English language proficiency on the ELPAC. On the 2019-20 Dashboard, data for all students on English Language Arts shows CJUSD's current status on the CAASPP as 31.4 points below the average distance from standard with our four middle schools between 47 and 51 points below the standard for all students. Additionally, results of our unduplicated populations districtwide show English Learners scoring 57.9 points below standard in ELA, foster youth scored on average 70.8 points below standard, and low income students scored 38.1 points below standard.

Purpose:
While the actions and services support our library program our first consideration was for the needs of our unduplicated students, although support will benefit all students. The addition of middle school librarians, library technicians at all sites, and increased funding to improve the physical and digital collections at all school sites are focused to improve literacy rates among our unduplicated students and improve their ELA performance on CAASPP, English proficiency on the ELPAC, students prepared on the Early Assessment Program (EAP), and EL Reclassification rates.

Justification to Continue Action/Measurement of Effectiveness:
Literacy continues to be a focus for our district. ELA performance from 2017 to 2020 improved from 34.5% on CAASPP to 43% of students meeting or exceeding standards. This consistent improvement over time shows justification to continue from the 2017-2020 LCAP supporting our libraries, librarians and media technicians. Students scoring prepared on the EAP English improved from 46% in 2017 to 52% in 2019. EL reclassification rates improved from 16% in 2017 to 18% in 2020. The 2021 rates dropped as the ELPAC Summative Assessment was not given in 2020 due to the pandemic but we are looking to continue the work done to support our EL population in our district with a focus on reclassification. As these measures also support our college going students, we will continue to measure the effectiveness of these actions and services on these metrics on the 2021-24 LCAP.

Enrichment Offerings Supporting Academics, Equity, Student Engagement and School Climate
Goal 1, Action 30: Visual & Performing Arts (VAPA) Elementary Funds
Goal 1, Action 31: Elementary Band Teacher
Goal 1, Action 32: High School & Middle School VAPA Funds
Goal 1, Action 33: MusicFirst License
Goal 1, Action 34: Band and Music Teachers,
Goal 1, Action 35: Site Band Support
Goal 1, Action 36: NJROTC Support
Goal 1, Action 37: Student Field Trips
Goal 1, Action 38: Middle School Intramural Athletics
Goal 2, Action 27: Science Fair (SF) Support

Needs, Conditions, and Circumstances:
During the 2019-20 school year, CJUSD data showed a rise in Chronic Absenteeism above the district goal of 11% to 11.9% and lower attendance rates of 92.32% which is below the 96% average of prior years. The Chronic Absenteeism rate for low income students was 11.6%, foster youth was 11.4% and English Learners met the average with 9.0%. In addition, on the 2021 LCAP Survey, only 55% of English Learners and 56% of foster youth students were satisfied with after school activities and only 75% of all students feel they have access to a comprehensive course of study. CJUSD would be without any form of band or music program, as well as any support for Arts programs, intramural athletics, or science fair at the school sites without support from the LCAP.

Purpose:
Principally directed to our English Learners, foster youth, and low income students and to increase student engagement, participation in school activities, and support for student success and creativity outside the core content of academics, CJUSD continues to support Visual and Performing Arts (VAPA), Student extra and co-curricular field trips, middle school intramural athletics, and the district Science Fair. These programs have increased access to music programs and science fair for unduplicated students at the elementary and for those wishing to participate in VAPA and intramural athletics at the middle and VAPA at the high school level.

Justification to Continue Action/Measurement of Effectiveness:
Justification for the continuation from the 2017-2020 LCAP for music teachers and other supports listed for our unduplicated populations come from the data below. Currently, all students at elementary receive some form of musical support through the actions and services for Visual & Performing Arts. At the Middle School Level 690 students are enrolled into Band and Choir courses. Research shows musical training helps develop language and reasoning skills, enhances fine motor skills and prepares the brain for achievement. Ancillary evidence shows that music helps improve student achievement in Mathematics and English Language Arts. Although we do not have any hard data to back up this information, our CAASPP rates have continued to improve since the inception of the LCAP and over the last 3 year cycle in English Language Arts from 34.5% meeting or exceeding standards in 2016-17 to 38.6% in 2019-20 and in Mathematics from 21.7% to 25.1% respectively. With regard to intramural athletics, in the 19/20 school year, 488 middle school roster spots were supported (some students played 2 or more sports or were cheerleaders) and effective. At the time of school closure, teams were formed for track and field which included an additional 200 students. These actions support our metrics by providing access and increasing school climate. The school climate measure increased from 2017 (2.9) to meet the goal of a 3 or higher in 2020. These metrics in addition to the LCAP Survey responses, chronic absenteeism and absence rates will be used to continue to determine effectiveness in the 2021-24 LCAP.

Teacher Instructional Support and Student Intervention
Goal 2, Action 1: English Language Arts (ELA) Middle School (MS) ELA Support Teachers
Goal 2, Action 2: High School (HS) ELA Support
Goal 2, Action 3: HS ELA TOA’s
Goal 2, Action 4: ELA Curriculum Program Specialist

Goal 2, Action 5: MS Math Support Teachers
Goal 2, Action 6: HS Math Support Teachers
Goal 2, Action 7: HS Math TOA's
Goal 2, Action 10: Elementary TOA's one per site
Goal 2, Action 11: Elementary TOA's: training, supplies, and equipment
Goal 2, Action 12: Literacy DIBELs Amplify Online
Goal 2, Action 13: MS MESA Teachers
Goal 2, Action 14: MS MESA Instructional Materials
Goal 5, Action 7: Secondary Elective Textbooks
Goal 5, Action 8: Additional Secondary Elective textbooks
Goal 5, Action 9: NGSS Materials K-12

Needs, Conditions, and Circumstances:
Results from our 2019 CAASPP Scores show all students district wide scoring an average of 31.4 points below the standard in ELA and 72.3 points below the standard in Math. Results of our unduplicated populations show English Learners scoring 57.9 points below standard in ELA and 89.8 points below the standard in Math. Foster youth scored on average 70.8 points below standard in ELA and 109 points below standard in Math. Low income students scored 38.1 points below standard in ELA and 78 points below standard in Math. These data points demonstrate the need for extra instructional support for teachers and intervention support for students.

Purpose:
Goal 2 Actions provide support for instruction and intervention specifically thought of and principally directed to low income, EL's, and Foster Youth and effective in supporting improved academic achievement in English and Mathematics. These actions and services support our unduplicated pupil student achievement metrics including graduation rate, CAASPP scores in English and Math, % of students prepared on the College and Career indicator, students making progress toward English proficiency, DIBELS, I-Ready, and PSAT results.

Justification to Continue Action/Measurement of Effectiveness:
These actions and services tie into the former LCAP metrics from 2017-2020 and we have made the decision to continue funding these positions and instructional materials. Although we have had mixed reviews on some sub-groups our overall performance on the Dashboard each year has improved as a result. Our graduation rate has risen from 87.9 in 2017 to 90.6% in 2020. Graduation Rates for English Learners have gone from 85.6 to 84.7, foster youth from 61.5% to 75.0%, and low income students from 89.3% to 90.8% from 2017-2019 respectively. Our results on the CCI have increased from 16.1% prepared in 2017 to 52.2% in 2020. Results for English Learners show movement from 14.7% to 36.1%, foster youth from 8.3% to 30.4% and low income students from 23.9% to 51.4% . Our ELA CAASPP scores have improved since 2017 with all students scoring on average 38.6 points below standard to 2019 with all students scoring 31.4 points below standard. Our English learners show progress moving from 55.7 points below standard to 57.9 points, our foster youth students scores moved from 52.2 points below standard to 70.8 points below, and our low income students moved from 44.6 points below standard to 38.1 points

respectively.Overall Math CAASPP scores have decreased since 2017 as we have seen decreases with our English learners moving from 82.3 points below standard to 89.8 points, our foster youth students scores moved from 55 points below standard to 109 points below, and our low income students moved from 74.4 points below standard to 78 points respectively. Based on improvements in curriculum and understanding of standards we expect our math scores to show improvement in future years. We only have one year of data in 2019 for baseline for EL students making progress toward English proficiency at 42%. Our DIBEL's K-3 results on reading fluency increased from 53% to 57% from 2017-2020 and will continue to use DIBELS moving forward for K-1 and for 2-6 we recorded baseline numbers for i-Ready which took the place of CAASPP for elementary this year at Reading 39% and Mathematics at 27%. PSAT results for 7th through 10 grade was also added as a metric this year to provide an indicator of high school course readiness and achievement at an average total score of 22%. This data really shows a need for continued focus on all students but specifically our unduplicated populations including our English Learners. We will continue to use the same metrics to evaluate the effectiveness of these actions and services.

Summer School
Goal 2, Action 8: Summer School (SS) Instructional Materials
Goal 2, Action 9: SS Salaries and Benefits

Needs, Conditions, and Circumstances:
There is a continued need to support our English Learners, foster youth and low income students with interventions during the summer with middle school focused on ELA and Math interventions and support and for high school unduplicated students earning additional credits to make up for failed or incomplete courses to meet graduation requirements and graduate in 4 years with their class. Data for Summer 2021 show 13596 credits awarded at the HS level of which 445 English Learners, 19 foster youth, and 2786 low income students were enrolled out of 3241 total students. Of these, 69 students graduated in the summer. Middle school statistics show total enrollment of 67 English Learners, 3 foster youth, and 294 low income students out of 341 students completing 222 credits.

Purpose:
Middle School and High School summer school is funded using LCAP dollars and is principally directed to our unduplicated students to make-up credits or get ahead in order to take pathways or AVID at the high school level. Summer school is focused at the middle schools to support students who are not at grade level in math and English, and for high school support students who fall behind in credits or are in danger of not graduating.

Justification to Continue Action/Measurement of Effectiveness:
Data show effectiveness in results for students and justification for the continuation of providing these actions and services from the 2017-2020 LCAP. In 2019, summer school data show 65 students completing requirements to graduate an increase of 16 the prior year and total high school attendance of 2205 students and middle school attendance of 387. In 2020, Summer School provided approximately 30 high school students an opportunity to complete graduation requirements and comprehensive HS students were able to recoup a total of 5,685 credits in

core subject areas. We do not have the prior years data broken down into subgroups available. The high numbers of unduplicated students participating in summer school to make up credit demonstrates the gap with these students and the justification for these actions and services to be contributing. For the 2021-24 LCAP we will use enrollment numbers, credit completion, high school graduates and provide this information for our English Learners, foster youth, and low income students to measure effectiveness.

Technology Access and Resources
Goal 2, Action 15: Technology Curriculum Program Specialists
Goal 2, Action 16: Technology Support Staff.

Needs, Conditions, and Circumstances:
There is a need to provide access to technology and resources to both teachers and students across the district at all times. As a result of the pandemic and continuing effects there is the need for the district to continue its 1 to 1 Chromebook as well as providing hotspots for internet access to our students most in need. This requires the replacement of 25% of Chromebooks per year and support staff to assure technology is in working order to be used in school and at home. After spending a year educating students in distance learning many teachers will continue to instruct students using technology and the need to support this process as well as our new teachers with professional development continues. Supporting our district goal of student achievement, results from our 2019 CAASPP Scores show all students district wide scoring an average of 31.4 points below the standard in ELA and 72.3 points below the standard in Math. Results of our unduplicated populations show English Learners scoring 57.9 points below standard in ELA and 89.8 points below the standard in Math. Foster youth scored on average 70.8 points below standard in ELA and 109 points below standard in Math. Low income students scored 38.1 points below standard in ELA and 78 points below standard in Math. These data points demonstrate the need for extra instructional support for teachers and intervention support for students. Some of this support comes from our online programs including DIBELS, i-Ready, ALEKS, and Alludo applications.

Purpose:
Technology access and resources provide support for instruction and intervention for all students but specifically thought of and principally directed to low income, EL’s, and Foster Youth and effective in supporting improved academic achievement in all areas but specifically in focus areas of English and Mathematics. These actions and services support our student achievement metrics including CAASPP scores in English and Math, DIBELS, and I-Ready results.

Justification to Continue Action/Measurement of Effectiveness:
Justification to continue our actions and services related to technology support from our 2017-2020 LCAP include our ELA CAASPP scores that have improved since 2017 with all students scoring on average 38.6 points below standard to 2019 with all students scoring 31.4 points below standard. Our English learners show progress moving from 55.7 points below standard to 57.9 points, our foster youth students scores moved from 52.2 points below standard to 70.8 points below, and our low income students moved from 44.6 points below standard to 38.1 points respectively. Overall Math CAASPP scores have decreased since 2017 as we have seen decreases with our English learners moving

from 82.3 points below standard to 89.8 points, our foster youth students scores moved from 55 points below standard to 109 points below, and our low income students moved from 74.4 points below standard to 78 points respectively. Based on improvements in curriculum and understanding of standards we expect our math scores to show improvement in future years. We only have one year of data in 2019 for baseline for EL students making progress toward English proficiency at 42%. Our DIBELS K-3 results on reading fluency increased from 53% to 57% from 2017-2020 and will continue to use DIBELS moving forward for K-1 and for 2-6 we recorded baseline numbers for i-Ready which took the place of CAASPP for elementary this year at Reading 39% and Mathematics at 27%.

Professional Development
Goal 2, Action 18: Teacher Collaboration Day
Goal 2, Action 20: Professional Learning (PL), Online Professional Learning Stipend
Goal 2, Action 21: PL Alludo License
Goal 2, Action 23: PL Elementary Science and Social Studies
Goal 5, Action 3: Teacher Induction

Needs, Conditions, and Circumstances:
Results from our 2019 CAASPP Scores show all students district wide scoring an average of 31.4 points below the standard in ELA and 72.3 points below the standard in Math. Results of our unduplicated populations show English Learners scoring 57.9 points below standard in ELA and 89.8 points below the standard in Math. Foster youth scored on average 70.8 points below standard in ELA and 109 points below standard in Math. Low income students scored 38.1 points below standard in ELA and 78 points below standard in Math. These data points demonstrate the need for continued professional development and support for existing and new teachers and intervention support for students.

Purpose:
The district will continue to provide targeted professional development in all core content areas including a focus on integrating ELD standards and integrating technology into instruction. Collaboration days for teachers allows teachers to review data, have discussions regarding improvement or interventions, and supports planning for instruction which is supported by our increased improvement numbers on CAASPP in ELA and Mathematics. The Alludo online professional development platform provides a place for storage and access to professional development and the ability to video sessions so teachers can return on their own when needed for support.

Justification to Continue Action/Measurement of Effectiveness:
Justification to continue, from our 2017-2020 LCAP, providing professional development and collaboration time for our teacher include all metrics of the dashboard. Our graduation rate has risen from 87.9 in 2017 to 90.6% in 2020. Graduation Rates for English Learners have gone from 85.6 to 84.7, foster youth from 61.5% to 75.0%, and low income students from 89.3% to 90.8% from 2017-2019 respectively. Our results on the CCI have increased from 16.1% prepared in 2017 to 52.2% in 2020. Results for English Learners show movement from 14.7% to 36.1%, foster youth from 8.3% to 30.4% and low income students from 23.9% to 51.4% . Our ELA CAASPP scores have improved since 2017

with all students scoring on average 38.6 points below standard to 2019 with all students scoring 31.4 points below standard. Our English learners show progress moving from 55.7 points below standard to 57.9 points, our foster youth students scores moved from 52.2 points below standard to 70.8 points below, and our low income students moved from 44.6 points below standard to 38.1 points respectively. Overall Math CAASPP scores have decreased since 2017 as we have seen decreases with our English learners moving from 82.3 points below standard to 89.8 points, our foster youth students scores moved from 55 points below standard to 109 points below, and our low income students moved from 74.4 points below standard to 78 points respectively. Based on improvements in curriculum and understanding of standards we expect our math scores to show improvement in future years. We only have one year of data in 2019 for baseline for EL students making progress toward English proficiency at 42%. We will continue to use these metrics to measure the effectiveness of these actions and services.

Positive Behavior Interventions and Support
Goal 3, Action 1: Positive Behavior Interventions and Support (PBIS) Clinical Therapist
Goal 3, Action 3: PBIS Assistant Principals Elementary,
Goal 3, Action 4: PBIS Assistant Principals High School Needs, Conditions, or Circumstances
Goal 3, Action 8: Student Safety-Crossing Guards

Needs, Conditions, and Circumstances:
As students return to school after a year of distance learning and several grade levels have not been on their campuses before there is an increased need to promote a positive school climate and support the positive behaviors expected of students while at school and in the community.
Further justification includes the increase we saw in Chronic Absenteeism prior to school closures for all students to 13.23%. In addition, 12.65% of English Learners, 10.37% of foster youth and 13.63% of low income students were considered chronically absent. Attendance rates for 2019-20 up to school closures included 96.99% for all students, a rate of 97.09% for English Learners, a rate of 92.40% for foster youth and 96.81% for low income students. The suspension rate for 2019-20 up to school closures included 4.1% for all students, a rate of 4.3% for English Learners, and a rate of 7.7% for foster youth.

Purpose:
Positive Behavior Interventions and Supports (PBIS) encourages behaviors that promote learning, including good attendance, study habits, and respect. PBIS supports efforts to keep students enrolled in school, maintain student safety, encourage positive school climate, and keep students on-track towards graduation. Also included with this support are crossing guards to promote positive behaviors out in the community.

Justification to Continue Action/Measurement of Effectiveness:
Justification to continue supporting Positive Behavior Intervention and Support actions and services from our 2017-2020 LCAP include the ongoing support that will be needed for students as the pandemic continues and students return to campuses they have not attended. In addition, this action and service is justified to continue based on our comparison of subgroups from the 2017-18 school year reported on the

2018 Dashboard to the 2018-19 school year reported on the 2019 Dashboard for Chronic Absenteeism. The Chronic Absenteeism rates on the 2018 Dashboard is 10.9% for all students, 9.2 % for English Learners, 16.3 % for Foster Youth, and 11.6% for low income students. The 2019 Dashboard showed Chronic Absenteeism rates of 10.9% for all students, 9% for English Learners, 11.4% for foster youth, and 11.6% for low income students. The Dashboard results for suspension rates also show improvements to support the effectiveness of these supports as the 2018 suspension rates for all students was reported as 4.6%, 3.7% for English learners,10.1 % for foster youth, and 5% for low income students. The 2019 Dashboard results show a decrease in these statistics to 4.5% for all students, 3.6% for English Learners, 7.5% for foster youth, and 4.7% for low income students. Effectiveness will continue to be measured reviewing Chronic Absenteeism, suspension rates, and attendance rates for our English Learners, foster youth and low income students.

Physical and Mental Health
Goal 3, Action 13: Physical & Mental Health (MH) Nurses
Goal 3, Action 14: Health Assistants
Goal 3, Action 15: Behavioral & Mental Health Manager
Goal 3, Action 16: Elementary Counselors
Goal 3, Action 17: Speech Therapist Stipends
Goal 3, Action 18: Psychologist Stipends
Goal 3, Action 20: Counselor Training

Needs, Conditions, and Circumstances:
Coming out of a year in distance learning and the COVID-19 pandemic there has been an increasing need for the mental health services provided by the district. During distance learning, we established our new baseline for mental health referrals at 417 students. Of the student referrals 137 were specifically for students identified as English Learners. Three general trends have emerged to continue to make mental and physical health a necessity. These include difficulties with school, mood disturbances and grief and loss issues. In addition to these concerns During the 2019-20 school year, we saw an increase in Chronic Absenteeism prior to school closures for all students to 13.23%. In addition, 12.65% of English Learners, 10.37% of foster youth and 13.63% of low income students were considered chronically absent. Attendance rates for 2019-20 up to school closures included 96.99% for all students, a rate of 97.09% for English Learners, a rate of 92.40% for foster youth and 96.81% for low income students. The suspension rate for 2019-20 up to school closures included 4.1% for all students, a rate of 4.3% for English Learners, and a rate of 7.7% for foster youth.

Purpose:
Principally directed and effective for our students who are low income, EL and Foster Youth are actions that include physical and mental health nurses, site health assistants, elementary counselors, a Behavioral and Mental Health Manager and stipends for speech therapists and psychologists. The CJUSD Department of Behavioral and Mental Health operates in a tiered system to ensure that students receive the appropriate service and level of support required for their health needs.

Justification to Continue Action/Measurement of Effectiveness:
Justification to continue supporting the physical and mental health needs of the students from our 2017-2020 LCAP include the ongoing support that will be needed for students as the pandemic continues. In addition, this action and service is justified to continue based on our comparison of these sub-groups from the 2017-18 school year reported on the 2018 Dashboard to the 2018-19 school year reported on the 2019 Dashboard for Chronic Absenteeism. The Chronic Absenteeism rates on the 2018 Dashboard is 10.9% for all students, 9.2 % for English Learners, 16.3 % for Foster Youth, and 11.6% for low income students. The 2019 Dashboard showed Chronic Absenteeism rates of 10.9% for all students, 9% for English Learners, 11.4% for foster youth, and 11.6% for low income students. The Dashboard results for suspension rates also show improvements to support the effectiveness of these supports as the 2018 suspension rates for all students was reported as 4.6%, 3.7% for English learners,10.1 % for foster youth, and 5% for low income students. The 2019 Dashboard results show a decrease in these statistics to 4.5% for all students, 3.6% for English Learners, 7.5% for foster youth, and 4.7% for low income students. Effectiveness will be measured by the number of mental health referrals, reviewing Chronic Absenteeism, suspension rates, and attendance rates for our English Learners, foster youth and low income students.

Parent Engagement
Goal 4, Action 1: Parent Engagement (PE) Parent Workshops,
Goal 4, Action 2: PE Communications Specialist

Needs, Conditions, and Circumstances:
One of our five district LCAP goals is parent engagement. Based on our language survey results, 8341 students live in a household who declared Spanish as the primary language compared to 12,161 who listed their primary language as English, among other languages spoken. Therefore, it is imperative that we are able to communicate in both English and Spanish to our households. Additionally, based on our DELAC needs assessment and information requested from our parent groups there is a continued need for parent workshops to support their students educationally. This represents the need to continue to provide parent engagement activities in the form of workshops and the need for a communications specialist to support the activities occurring throughout the district and communication with parents.

Purpose:
The District continues to look for ways to increase parent engagement especially among our English Learners, foster youth, and low income families. These actions and services specifically provide for parent workshops and parent leadership opportunities to understand the educational environment (specific to standards in the District), child development, and support of their students. Additionally, supporting effective communication among our stakeholders is our communications specialist who ensures effective communication occurring with social media posts, parent participation in the LCAP survey, and involvement in the District’s Community Cabinet sessions.

Justification to Continue Action/Measurement of Effectiveness:

The justification to continue these actions and services from the 2017-2020 LCAP are supported by our metrics to increase parent attendance, as well as increase the number of parents completing leadership training. Parent attendance grew in the virtual environment as we held all meetings online this past year. Measures of effectiveness include from 2017-18 to 2020-21, participation has made increases (DELAC-53 to 100+, AAPAC-18 to 15 , DPAC-18 to 100+, LCAP-No meeting to 20) to targeted low income, English Learner, and foster youth parents, and parent leadership classes increased from 1 to 4 cohorts, although suspended during this past year in distance learning. In addition, social media impressions and reach have both increased from 1797 posts in 2017 to over 100,000 total this past year and participation in the LCAP parent survey has increased from 650 to 1030. We will continue to use attendance at parent meetings, participation in the LCAP survey, the number of parents completing leadership training and social media usage.

School Site Funds
Goal 5: Action 1: Site/Department Allocations
Goal 5, Action 2: Certificated $250 Instructional Materials

Needs, Conditions, and Circumstances:
Principally directed to our English Learners, foster youth, and low income students, there is a need to support the individual goals and needs of school sites and their unduplicated populations as no two school sites or cities are the same and each site is supported by their Single Plan for Student Achievement which is aligned to LCAP and district goals. Results from our 2019 CAASPP Scores for our unduplicated populations show English Learners scoring 57.9 points below standard in ELA and 89.8 points below the standard in Math. Foster youth scored on average 70.8 points below standard in ELA and 109 points below standard in Math. Low income students scored 38.1 points below standard in ELA and 78 points below standard in Math. These data points demonstrate the need for continued professional development at sites and support for existing and new teachers and intervention support for students. Our graduation rate has decreased for English Learners from 85.6 to 84.7, and increased for foster youth from 61.5% to 75.0%, and low income students from 89.3% to 90.8% from 2017-2019 respectively. Our results on the CCI have increased for English Learners from 14.7% to 36.1%, foster youth from 8.3% to 30.4% and low income students from 23.9% to 51.4% .

Purpose:
Allocate site funds principally directed toward low income, EL, and foster youth by supporting sites based on their percentage of unduplicated students. This funding will allow each site to provide for the specific needs of their student population and specifically their unduplicated students. Each site has a different percentage of students and will develop a School Plan for Student Achievement that will specifically state the goals and actions they will provide to meet their site goals and district LCAP goals. This will provide student resources which include instructional materials, equipment, professional development, and student experiences across the district.

Justification to Continue Action/Measurement of Effectiveness:

Justification to continue providing these actions and services from our 2017-2020 LCAP show in our ELA CAASPP scores that have improved since 2017 with our English learners moving from 55.7 points below standard to 57.9 points, our foster youth students scores moved from 52.2 points below standard to 70.8 points below, and our low income students moved from 44.6 points below standard to 38.1 points respectively. Overall Math CAASPP scores have decreased since 2017 as we have seen decreases with our English learners moving from 82.3 points below standard to 89.8 points, our foster youth students scores moved from 55 points below standard to 109 points below, and our low income students moved from 74.4 points below standard to 78 points respectively. Based on improvements in curriculum and understanding of standards we expect our math scores to show improvement in future years. We only have one year of data in 2019 for baseline for EL students making progress toward English proficiency at 42%. Our graduation rate has risen from 87.9 in 2017 to 90.6% in 2020. Graduation Rates for English Learners have gone from 85.6 to 84.7, foster youth from 61.5% to 75.0%, and low income students from 89.3% to 90.8% from 2017-2019 respectively. Our results on the CCI have increased from 16.1% prepared in 2017 to 52.2% in 2020. Results for English Learners show movement from 14.7% to 36.1%, foster youth from 8.3% to 30.4% and low income students from 23.9% to 51.4% We will continue to measure the effectiveness of the use of these funds using these measures.

Home to School Transportation
Goal 5, Action 12: Home-to-school Transportation

Needs, Conditions, and Circumstances:
During the 2019-20 school year through the 3rd quarter, the district's Chronic absenteeism rate for all students was 13.23%. In addition, 12.65% of English Learners, 10.37% of foster youth and 13.63% of low income students were considered chronically absent. Attendance rates for 2019-20 included 96.99% for all students, a rate of 97.09% for English Learners, a rate of 92.40% for foster youth and 96.81% for low-income students. As we look to to reduce Chronic absenteeism below 11% and increase attendance rate home to school transportation continues to support these numbers.

Purpose:
The District continues to provide busing to and from specific areas in the district. This action is principally directed and effective at providing safe transportation to and from school for our low income, English Learner, and foster youth students. This action supports home to school transportation and supports staff, drivers, and maintenance for our school buses.

Justification to Continue Action/Measurement of Effectiveness:
This action and service is justified to continue based on our comparison of these sub-groups from the 2017-18 school year reported on the 2018 Dashboard to the 2018-19 school year reported on the 2019 Dashboard. The Chronic Absenteeism rates on the 2018 Dashboard is 10.9% for all students, 9.2 % for English Learners, 16.3 % for Foster Youth, and 11.6% for low income students. The 2019 Dashboard showed

Chronic Absenteeism rates of 10.9% for all students, 9% for English Learners, 11.4% for foster youth, and 11.6% for low income students. Although small improvements with some sub-groups, an overall focus on lowering these numbers is our goal. We will continue to use Chronic Absenteeism and Attendance rates to measure success with this goal.

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

The LEA-wide services described above, coupled with the limited actions described here, allow the district to meet or exceed the percentage to increase or improve services of 31.25% quantitatively.

English Learner Supports
Goal 1, Action 1: English Learner (EL) Support: Language Assessment Center
Goal 1, Action 2: Language Support Services
Goal 1, Action 3: EL Site Support
Goal 1, Action 4: EL Instruction and technology

Needs, Conditions, and Circumstances:
The need for language support services and EL site support stems from the high number of EL students and their parents. Out of 20,000+ students in CJUSD, 8616 of those identify a language other than English on the home language survey. Of those identifying a language other than English, 97% report their language as Spanish while the remaining 3% represent 28 other languages. Results from our 2019 CAASPP Scores show all students district wide scoring an average of 31.4 points below the standard in ELA and 72.3 points below the standard in Math. Results of our unduplicated populations show English Learners scoring 57.9 points below standard in ELA and 89.8 points below the standard in Math. Foster youth scored on average 70.8 points below standard in ELA and 109 points below standard in Math. Low income students scored 38.1 points below standard in ELA and 78 points below standard in Math. These data points demonstrate the need for extra instructional support for teachers and intervention support for students. In addition, we saw an increase in Chronic Absenteeism prior to school closures. In addition, 12.65% of English Learners up from 9% and 13.63% up from 11.6% of low income students were considered chronically absent.

Purpose:
Language Support Services oversees, guides, and maintains the district’s English Learner (EL) programs while the Language Assessment Center provides districtwide ELPAC testing and oversight. The EL Curriculum Program Specialists provide professional development and administrative support and Instructional Leadership Teams (ILTs) to deliver EL specific supplemental instructional support above the core instructional program.

Justification to Continue Action/Measurement of Effectiveness:

These actions and services are specifically designated to our unduplicated population and more specifically our English Learners and tie into the former LCAP metrics. We have made the decision to continue funding these positions and instructional materials from the 2017-2020 LCAP. We have had mixed reviews on some measures but our overall performance on the Dashboard each year has improved as a result. Our graduation rate has risen from 87.9 in 2017 to 90.6% in 2020. Graduation Rates for English Learners have gone from 85.6 to 84.7. Our results on the CCI have increased from 16.1% prepared in 2017 to 52.2% in 2020. Results for English Learners show movement from 14.7% to 36.1%. Our ELA CAASPP scores have maintained or improved since 2017 with all students scoring on average 38.6 points below standard to 2019 with all students scoring 31.4 points below standard. Our English learners moved from 55.7 points below standard to 57.9 points which is considered maintaining, and our Math CAASPP scores have increased from 21.7% in 2017 to 28% in 2019 with our English Learning increasing from 82.3 points below standard to 57.9 points below standard. We only have one year of data in 2019 for baseline for EL students making progress toward English proficiency at 42%. Our DIBEL's K-3 results on reading fluency increased from 53% to 57% from 2017-2020 and will continue to use DIBELS moving forward for K-1 and for 2-6 we recorded baseline numbers for i-Ready which took the place of CAASPP for elementary this year at Reading 39% and Mathematics at 27% overall at grade level and Reading at 20% and 7% in Math for English Learners at grade level. This data really shows a need for continued focus on English learner populations. We will continue to use the same metrics to evaluate the effectiveness of these actions and services.

Student Technology
Goal 1, Action 11: Student Technology 1 to 1 devices

Needs, Conditions, and Circumstances:
As a result of the school closures in March 2020 and principally directed towards our low income, foster youth, and English Learners CJUSD quickly instituted a 1 to 1 student device program for those who had no access to a computer or internet by providing a Chromebook and/or a hotspot. As the use of technology in instruction increased so did the need to continue providing these tools and services to our unduplicated students. This fulfills the need supported by our LCAP survey and DELAC needs assessment to continue to provide technology support for students. Results from the LCAP survey show approximately 80% of students, parents and staff feel the school provides English Learners and approximately 77% feel the school provides foster youth with enough learning materials and technologies. Additionally, approximately 70% feel their school has facilities with up to date technology.

Purpose:
Continue providing unduplicated students with 1 to 1 technology devices that include either a Chromebook, I-pad, or laptop to support work in the classroom, as well as provide access to students at home and outside of school hours. This provides unduplicated students, with equitable access to technology resources which now include textbooks, assessments, tutoring supports, and some enrichment or intervention options.

Justification to Continue Action/Measurement of Effectiveness:
The justification to continue, from our 2017-2020 LCAP, providing 1 to 1 devices is the need for our unduplicated students to be able to use

technology at all times. Many of the district's textbooks are now in virtual form and accessible on student Chromebooks. Online assessment programs including i-Ready, ALEKS, and Maps offer students access to these programs which also provide intervention exercises. Students can access our extensive online library collection online as well as our online tutoring program. This further supports our progress on results from our 2019 CAASPP Scores showing our English Learners scoring 57.9 points below standard in ELA and 89.8 points below the standard in Math. Foster youth scored on average 70.8 points below standard in ELA and 109 points below standard in Math. Low income students scored 38.1 points below standard in ELA and 78 points below standard in Math. Effectiveness of actions and services will be measured by increases in our LCAP survey results asking about access to technology and improvements in our ELA and Math CAASPP scores.

Library Support
Goal 1, Action 29: Library Books in English & Spanish

Needs, Conditions, and Circumstances:
During DELAC meetings discussing the LCAP in 2020-21 they made a specific request for libraries to have books that have both English and Spanish translations to support our Spanish speakers. This is not something our libraries have available to have on hand. Therefore it was determined to provide for these books at each school site library. Out of 20,000+ students in CJUSD, 8616 of those identify a language other than English on the home language survey. Of those identifying a language other than English, 97% report their language as Spanish while the remaining 3% represent 28 other languages.

Purpose:
Support literacy and language acquisition needs of our Spanish speaking English Learners to provide books that have both an English and Spanish translation to the site libraries.

Justification to Continue Action/Measurement of Effectiveness:
The effectiveness of this action will be measured by the increases in academic achievement on the English Language Arts portion of the CAASPP and EL reclassification rates.

Professional Learning
Goal 2, Action 22: Professional Learning LETRS Training

Needs, Conditions, and Circumstances:
The District continues to provide teacher professional learning and implementation of the Language Essentials for Teachers of Reading and Spelling (LETRS) program. Currently, all elementary Teacher on Assignment and all Kindergarten and 1st grade teachers have been provided this training. There is a need in support of our English learners, foster youth, and low income students to continue to offer this training to 2nd

grade teachers and Curriculum Programs Specialists.

Purpose:
The District continues teacher professional learning and implementation of the LETRS (Language Essential for Teachers of Reading and Spelling) program that is focused on primary reading fluency. Teachers on assignments are working with our unduplicated students to improve their reading skills. They are also modelling and co-teaching with the classroom teachers to improve reading literacy.

Justification to Continue Action/Measurement of Effectiveness:
Our justification to continue providing LETRS training at the elementary level are the increasing results of our DIBEL's assessment. Reading fluency results for K-3 increased from 53% to 57% from 2017-2020. Additionally, in 2021 we recorded baseline numbers for i-Ready for grades 2-6 which took the place of CAASPP for elementary this year and scored Reading at 39% and Mathematics at 27% overall at grade level and Reading at 20% and 7% in Math for English Learners at grade level. DIBELS and i-Ready data will continue to be used as a measurement of effectiveness for this action.

Cultural Proficiency
Goal 2 Action 25: PL Cultural Proficiency and Equity

Needs, Conditions, and Circumstances:
As we continue to understand the needs of our unduplicated students, the CJUSD Board of Education adopted an equity policy (BP 0415) in February 2020 which stated that the Board seeks to understand and to interrupt patterns of institutional bias at all levels of the organization. With this in mind, there is a need to provide our administrators, teachers and students with Cultural Proficiency Training. This training is principally directed and effective to our low income, English Learners, and foster youth students. Last year we began a book study led by a Curriculum Program Specialist on Culturally Proficient Teaching and The Brain, as well as a book study with principals on Cultural Proficiency. Thirty teachers and over fifty administrators participated in the book study. We have a waiting list to continue the book study with teachers and would like to continue to provide this option as well as a book study with administrators on Culturally Proficient Coaching to serve the needs of our unduplicated populations.

Purpose:
Cultural Proficiency is a model for shifting the culture of a school or district to value cultural differences as assets on which educational experiences are built. As we continue these book studies and discussions. we focus on the need for all of our staff and unduplicated students to feel safe both physically and emotionally on our campuses in every classroom across the district. Providing these opportunities for discussion supports our ultimate goal of our unduplicated students performing better in the classroom.

Justification to Continue Action/Measurement of Effectiveness:
The justification to continue with this action was based on feedback from administrators and teachers to support the work moving forward. There is a waiting list for the Culturally Proficient Teaching and the Brain book study which occurs outside the school day and shows the need to continue with this work. Effectiveness of this action and service will be measured by the number of participants who complete the training and through survey results regarding the effectiveness of the training.

Foster Youth Supports
Goal 3, Action 6: PBIS Foster & Low Income Support Services

Needs, Conditions, and Circumstances:
As students return to school after a year of distance learning there is an increased need to support the needs of our foster youth and low income students and families so that students can attend school. In 2019-20 we saw an increase in Chronic Absenteeism prior to school closures for all students to 13.23%. In addition, 10.37% of foster youth and 13.63% of low income students were considered chronically absent. Attendance rates for 2019-20 up to school closures included 96.99% for all students, a rate of 92.40% for foster youth and 96.81% for low income students. The suspension rate for 2019-20 up to school closures included 4.1% for all students, a rate of 4.3% for English Learners, and a rate of 7.7% for foster youth.

Purpose:
Funding is dedicated to foster youth and low income students to support their unique needs. Services include targeted outreach, support for nutrition, connectivity, school supplies, and support to engage community resources. The Foster Youth Liaison ensures that both students and guardians are aware of the resources available both outside and inside the district.

Justification to Continue Action/Measurement of Effectiveness:
Justification to continue supporting these actions and services include the ongoing support that will be needed for students as the pandemic continues and students return to campuses in-person. In addition, this action and service is justified to continue based on our comparison of subgroups from the 2017-18 school year reported on the 2018 Dashboard to the 2018-19 school year reported on the 2019 Dashboard for Chronic Absenteeism. The Chronic Absenteeism rates on the 2018 Dashboard is 10.9% for all students, 16.3 % for Foster Youth, and 11.6% for low income students. The 2019 Dashboard showed Chronic Absenteeism rates of 10.9% for all students, 11.4% for foster youth, and 11.6% for low income students. The Dashboard results for suspension rates also show improvements to support the effectiveness of these supports as the 2018 suspension rates for all students was reported as 4.6%, 10.1 % for foster youth, and 5% for low income students. The 2019 Dashboard results show a decrease in these statistics to 4.5% for all students, 7.5% for foster youth, and 4.7% for low income students. The effectiveness of the supports will be measured by decreases in the rates for Chronic Absenteeism and suspensions for our foster youth and low income students.

Parent Engagement
Goal 4, Action 3: Parent Engagement (PE) Community Liaisons Student Services
Goal 4, Action 4: PE Translator/Interpreter
Goal 4, Action 5: EL Parent Support-Bilingual Stipends

Needs, Conditions, and Circumstances:
The need for language support services and EL site support stems from the high number of EL students and their parents. Out of 20,000+ students in CJUSD, 8616 of those identify a language other than English on the home language survey. Of those identifying a language other than English, 97% report their language as Spanish while the remaining 3% represent 28 other languages. This provides the need for providing community liaisons, translator/interpreters and bilingual stipends for employees who support bilingual communication with parents.

Purpose:
The Community Liaisons conduct outreach to ensure academic engagement and participation, as well as review of available resources. Tutoring is available to English learners and foster youth and they are offered small groups and one-on-one tutoring resources. translator/interpreters and bilingual stipends for site and district staff support communication between the District and school sites with parents.

Justification to Continue Action/Measurement of Effectiveness:
The justification to continue these actions and services from 2017-2020 comes from the LCAP Survey. The Spring 2021 LCAP survey shows 84% of our parents were able to communicate with staff when needed, over 70% felt schools kept them well informed of events, activities, and their child's progress and 80% agreed district schools encourage parent involvement. These data points show a 2-5% increase from the survey conducted in 2018. We will continue to measure effectiveness of these actions and services using our LCAP survey and parent feedback.

Data Entry Table

Goal #	Action #	Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span

1	1	English Learner Support: Language Assessment Center		Yes	Limited	English Learner	All Schools	Ongoing
1	2	English Learner Support: Language Support Services		Yes	Limited	English Learner	All Schools	Ongoing
1	3	English Learner Support: English Learner Site Support		Yes	Limited	English Learner	All Schools	Ongoing
1	4	English Learner Support: Instruction and Technology		Yes	Limited	English Learners	Districtwide	Ongoing
1	5	English Learner Support: Dual Immersion	All	Yes	LEA-wide	Low Income, English Learner	Specific School Sites	Ongoing

1	6	English Learner Support: I-Station License	All	Yes	LEA-wide	Low Income, English Learner	Specific School Sites	1 Year
1	7	English Learner Support: Dual Immersion Teachers	All	Yes	LEA-wide	Low Income, English Learner	Specific Schools	Ongoing
1	8	Special Education: Middle school support	SPED	No	Schoolwide	All	Specific Middle Schools	Ongoing
1	9	Special Education: Instructional Assistant support	SPED	No	Schoolwide	All	LEA-wide	Ongoing
1	10	Special Education: Instructional materials support	SPED	No	LEA-wide	All	LEA-wide	Ongoing

1	11	Student Technology: 1 to 1 student devices		Yes	Limited	Low Income, English Learners, Foster Youth	All schools	Ongoing
1	12	Career Technical Education/Linked Learning (CTE/LL): Site Pathway support		Yes	Schoolwide	Low Income	All Comprehensive High Schools	Ongoing
1	13	CTE/LL: Work-based learning		Yes	Schoolwide	Low Income	All Comprehensive High Schools	Ongoing
1	14	CTE/LL: Pathway Promotion		Yes	Schoolwide	Low Income	All Comprehensive High Schools	Ongoing
1	15	CTE/LL: Professional Development		Yes	Schoolwide	Low Income	High Schools	Ongoing
1	16	CTE/LL: Curriculum Program Specialist		Yes	Schoolwide	Low Income	High Schools	Ongoing

1	17	Career Technical Education: ROP Program	All	Yes	LEA-wide	Low Income, English Learner, Foster Youth	All High Schools	Ongoing
1	18	Advancement Via Individual Determination (AVID): Site Support		Yes	Schoolwide	Low Income, English Learner	Middle & High Schools, Jurupa Vista	Ongoing
1	19	AVID: PSAT Testing for 8th grade		Yes	Schoolwide	Low Income	All Middle Schools	Ongoing
1	20	AVID: AVID Teachers		Yes	Schoolwide	Low Income, English Learner	Specific Schools	Ongoing
1	21	Gifted and Talented Education (GATE): Teacher Stipends	All	Yes	LEA-wide	Low Income, English Learner	All Elementary Schools	Ongoing
1	22	GATE: Teacher Conferences		Yes	LEA-wide	Low Income, English Learner	All Elementary Schools	Ongoing
1	23	GATE: Elementary Site GATE Funds		Yes	LEA-wide	Low Income, English Learner	All Elementary Schools	Ongoing

1	24	GATE: Middle School Site GATE funds		Yes	LEA-wide	Low Income	All Middle Schools	Ongoing
1	25	GATE: AP Testing Support		Yes	LEA-wide	Low Income, English Learner	High Schools	Ongoing
1	26	Library: Middle School Librarians (4)		Yes	Schoolwide	Low Income, English Learner, Foster Youth	All Middle Schools	Ongoing
1	27	Library: Library Media Technicians		Yes	LEA-wide	Low Income, English Learner, Foster Youth	All Schools	Ongoing
1	28	Library: K-12 Library Support		Yes	LEA-wide	Low Income, English Learner, Foster Youth	All Schools	Ongoing
1	29	Library: Books in English & Spanish		Yes	Limited	English Learner	All Schools	1 Year
1	30	Visual and Performing Arts (VAPA): Elementary VAPA Funds		Yes	Schoolwide	Low Income	Elementary Schools	Ongoing

1	31	VAPA: Elementary Band Teacher (1)	All	Yes	LEA-wide	Low Income	Elementary Schools	Ongoing
1	32	VAPA: High School and Middle School VAPA Support		Yes	Schoolwide	Low Income	Middle & High Schools	Ongoing
1	33	VAPA: MusicFirst License		Yes	LEA-wide	Low Income	All Schools	1 Year
1	34	VAPA: Band and Music Teachers	All	Yes	LEA-wide	Low Income, English Learner, Foster Youth	Middle & High Schools	Ongoing
1	35	VAPA: Site Band Support		Yes	LEA-wide	Low Income	All Schools	Ongoing
1	36	VAPA: NJROTC Support		Yes	Schoolwide	Low Income	Specific High Schools	Onging
1	37	Student Field Trips		Yes	LEA-wide	Low Income, English Learner, Foster Yout	All Schools	Ongoing

1	38	Athletics: Middle School Intramural Athletics		Yes	Schoolwide	Low Income	All Middle Schools	Ongoing
1	39	Athletics: High School Athletics Programs	All	No			All High Schools	Ongoing
1	40	Athletics: Additional Athletics Support	All	No			All High Schools	1 Year
1	41	Athletics: Athletic Directors	All	No			All Comprehensive High Schools	Onging
1	42	District System Design Partnership (DSDP): Plan implementation	All	No			LEA-wide	1 Year
2	1	English Language Arts (ELA): MS ELA Support Teachers		Yes	LEA-wide	Low Income, English Learner, Foster Youth	All Middle Schools	Ongoing

2	2	ELA: HS ELA Support Teachers		Yes	LEA-wide	Low Income, English Learner, Foster Youth	All High Schools	Ongoing
2	3	ELA: HS ELA TOA's		Yes	LEA-wide	Low Income, English Learner, Foster Youth	All High Schools	Ongoing
2	4	English Language Arts (ELA) Curriculum Program Specialist	All	Yes	LEA-wide	Low Income, English Learner, Foster Youth	LEA-wide	Ongoing
2	5	Mathematics (Math): MS Math Support Teachers		Yes	LEA-wide	Low Income, English Learner, Foster Youth	All Middle Schools	Ongoing
2	6	Math: HS Math Support Teachers		Yes	LEA-wide	Low Income, English Learner, Foster Youth	All High Schools	Ongoing
2	7	Math: HS Math TOA's		Yes	Schoolwide	Low Income, English Learner, Foster Youth	All High Schools	Ongoing

2	8	Summer School (SS): Instructional Materials		Yes	LEA-wide	Low Income, English Learner, Foster Youth	Middle & High Schools	Ongoing
2	9	SS Salaries and Benefits		Yes	LEA-wide	Low Income, English Learner, Foster Youth	Middle & High Schools	Ongoing
2	10	Elementary TOA's: One per site (18)		Yes	LEA-wide	Low Income, English Learner, Foster Youth	All Elementary Schools	Ongoing
2	11	Elementary TOA's: training, supplies and equipment	All	Yes	LEA-wide	Low Income, English Learner, Foster Youth	All Elementary Schools	Ongoing
2	12	Literacy: DIBELS Amplify Online	All	Yes	LEA-wide	Low Income, English Learner, Foster Youth	All Elementary Schools, Grades K-1 only	Ongoing
2	13	MS MESA Teachers (4)		Yes	Schoolwide	Low Income, English Learner	All Middle Schools	Ongoing
2	14	MS MESA: Instructional materials		Yes	Schoolwide	Low Income, English Learner	All Middle Schools	Ongoing

2	15	Technology: Curriculum Program Specialists (4)		Yes	LEA-wide	Low Income,English Learner, Foster Youth	All Schools	Ongoing
2	16	Technology: Technology Support Staff	All	Yes	LEA-wide	Low Income, English Learner, Foster Youth	All Schools	Ongoing
2	17	Teacher Collaboration: Teacher Prep Days (2)	All	No	LEA-wide	All	LEA-wide	Ongoing
2	18	Teacher Collaboration: Teacher Collaboration Day		Yes	LEA-wide	Low Income, English Learner, Foster Youth	All Schools	Ongoing
2	19	Teacher Collaboration: SPED & GenEd Collaboration Day	SPED	No			All Schools	1 Year

2	20	Professional Learning (PL): Online Professional Learning Stipend	All	Yes	LEA-wide	Low Income, English Learner, Foster Youth	All Schools	Ongoing
2	21	PL: Alludo License	All	Yes	LEA-wide	Low income, English Learner, Foster Youth	All Schools	Ongoing
2	22	PL: LETRS Training		Yes	Limited	Low Income, English Learner	Second Grade	1 Year
2	23	PL: Elementary Science & Social Studies	All	Yes	LEA-wide	Low Income, English Learner, Foster Youth	All Elementary Schools	1 Year
2	24	PL: Support for Professional Learning without substitutes.	All	No	LEA-wide	All	LEA-wide	1 Year
2	25	PL: Cultural Proficiency and Equity Professional Learning	All	Yes	Limited	Low Income, English Learner, Foster Youth	LEA-wide	1 Year

2	26	Elementary Assessment: Illuminate License	All	No	LEA-wide	All	All Elementary Schools	Ongoing
2	27	Science Fair: Science Fair Support	All	Yes	LEA-wide	Low Income, English Learner, Foster Youth	All School Sites	Ongoing
2	28	Science Fair: Z Fairs	All	No			All School Sites	1 Year
3	1	Positive Behavior Interventions & Support (PBIS): Clinical Therapist		Yes	LEA-wide	Low Income, English Learners, Foster Youth	All School Sites	Ongoing
3	2	PBIS: Program Support	All	No			All School Sites	Ongoing
3	3	PBIS: Assistant Principals Elementary		Yes	Schoolwide	Low Income, English Learner, Foster Youth	Elementary Schools	Ongoing
3	4	PBIS: Assistant Principals High School		Yes	Schoolwide	All	All Comprehensive High Schools	Ongoing

3	5	PBIS: SART & SARB Misc. Services	All	No			All Schools	Ongoing
3	6	PBIS: Foster & Low Income Support Services		Yes	Limited	Low Income, Foster Youth	All Schools	Ongoing
3	7	PBIS: Extra-Duty	All	No			All Schools	1 Year
3	8	Student Safety: Crossing Guards		Yes	LEA-wide	Low Income	Elementary Schools	Ongoing
3	9	Student Safety: School Resource Officers	All	No			All Comprehensive High Schools	Ongoing
3	10	Student Safety: Probation Officer-offset by County	All	No			All Schools	Ongoing
3	11	Student Safety: Safety Supplies	All	No			All School Sites	1 Year

3	12	Student Safety: Safety Executive Task Force	All	No	LEA-wide	All	All Schools	1 Year
3	13	Physical & Mental Health: Nurses (4)		Yes	LEA-wide	Low Income, English Learner, Foster Youth	All Schools	Ongoing
3	14	Physical & Mental Health: Health Assistants (25)		Yes	LEA-wide	Low Income, English Learner, Foster Youth	All Schools	Ongoing
3	15	Physical & Mental Health: Behavioral & Mental Health Manager (1)		Yes	LEA-wide	Low Income, English Learner, Foster Youth	All Schools	Ongoing
3	16	Physical & Mental Health: Counselors: Elementary (18)	All	Yes	LEA-wide	Low Income, English Learner, Foster Youth	Elementary Schools	Ongoing

3	17	Physical & Mental Health: Speech Therapist Stipends (15)	All	Yes	LEA-wide	Low Income, English Learner, Foster Youth	All Schools	Ongoing
3	18	Physical & Mental Health: Psychologist Stipends (19)	All	Yes	LEA-wide	Low Income, English Learner, Foster Youth	All Schools	Ongoing
3	19	Physical & Mental Health: Kelvin License	All	No	LEA-wide	All	LEA-wide	1 Year
3	20	Physical & Mental Health: Counselor Training		Yes	LEA-wide	Low Income, English Learner, Foster Youth	All Schools	1 Year
4	1	Parent Engagement (PE): Parent Workshops		Yes	LEA-wide	Low Income, English Learner, Foster Youth	All Schools	Ongoing

4	2	PE: Communications Specialist (1)		Yes	LEA-wide	Low Income, English Learner, Foster Youth	All Schools	Ongoing
4	3	PE: Community Liaisons: Student Services (2)		Yes	Limited	Low Income, English Learner, Foster Youth	All Schools	Ongoing
4	4	PE: Translator/Interpreter		Yes	Limited	English Learner	All Schools	Ongoing
4	5	English Learner Parent Support: Bilingual Stipends		Yes	Limited	English Learner	All Schools	Ongoing
5	1	Site/Department Allocations		Yes	LEA-wide	Low Income, English Learner, Foster Youth	All Schools	Ongoing
5	2	Certificated $250: Instructional Materials	All	Yes	LEA-wide	Low Income	All Schools	Ongoing
5	3	Teacher Induction		Yes	LEA-wide	Low Income, English Learner	All Schools	Ongoing

5	4	New Employee Onboarding	All	No	LEA-wide	All;	All Schools	Ongoing
5	5	Classified Staff Development	All	No	LEA-wide	All	All Schools	Ongoing
5	6	Replacement Textbooks	All	No	LEA-wide	Low Income, English Learner, Foster Youth	All Schools	Ongoing
5	7	Secondary Elective Textbooks	All	Yes	LEA-wide	Low Income, English Learner, Foster Youth	All Middle & High Schools	Ongoing
5	8	Additional Secondary Elective Textbooks	All	Yes	LEA-wide	Low Income, English Learner, Foster Youth	All Middle & High Schools	1 Year
5	9	NGSS Materials K-12		Yes	LEA-wide	Low Income, English Learner, Foster YOuth	All Schools	Ongoing
5	10	M&O Staff and Materials	All	No	LEA-wide	Low Income, English Learner, Foster Youth	All Schools	Ongoing

5	11	Asset Manager & Materials	All	No			All Schools	Ongoing
5	12	Home-to-School Transportation		Yes	LEA-wide	Low Income, English Learner, Foster Youth	All Schools	Ongoing
5	13	Playground Equipment	All	No			All Elementary Schools	Ongoing
5	14	Substitute Costs	All	No			All Schools	Ongoing

Data Entry Table

Personnel Expense	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
100.00%			$352,802.00				
100.00%			$323,963.00				
100.00%			$723,601.00				
0%			$185,000.00				
0%			$12,500.00				
0%			$40,000.00				
100.00%			$1,432,567.00				
100.00%			$25,222.00				
100.00%			$313,301.00				

0%			$50,000.00				
0%			$5,100,800.00				
0%			$112,000.00				
68.59%			$30,000.00				
0%			$15,000.00				
0%			$30,000.00				
100.00%			$133,268.00				
20.77%			$3,403,000.00				
0%			$459,292.00				
0%			$25,000.00				
100.00%			$40,864.00				
0%			$48,128.00				
0%			$7,000.00				
0%			$46,085.00				
0%			$30,000.00				
0%			$0.00				
100.00%			$511,167.00				
100.00%			$1,317,994.00				
0%			$350,000.00				
0%			$28,000.00				
0%			$100,000.00				
100.00%			$86,707.00				

0%			$145,000.00				
0%			$23,000.00				
94.62%			$454,346.00				
0%			$76,000.00				
0%			$2,000.00				
0%			$191,250.00				
0%			$90,000.00				
0%			$840,000.00				
0%			$200,000.00				
100.00%			$335,382.00				
0%			$75,000.00				
100.00%			$451,193.00				
100.00%			$193,421.00				
100.00%			$354,099.00				
100.00%			$115,817.00				
100.00%			$283,691.00				
100.00%			$344,730.00				
100.00%			$383,921.00				
0%			$354,918.00				
100.00%			$270,000.00				
100.00%			$2,466,118.00				
0%			$359,120.00				

0%			$206,241.00				
100.00%			$320,681.00				
0%			$30,000.00				
100.00%			$604,397.00				
100.00%			$647,322.00				
100.00%			$1,393,520.00				
0%			$364,970.00				
0%			$200,000.00				
0%			$22,500.00				
0%			$11,500.00				
0%			$80,000.00				
0%			$80,000.00				
0%			$84,000.00				
0%			$50,000.00				
0%			$153,560.00				
0%			$20,813.00				
0%			$20,000.00				
100.00%			$46,662.00				
0%			$474,314.00				
100.00%			$1,087,790.00				
100.00%			$504,806.00				
0%			$1,000.00				

0%			$100,000.00				
0%			$20,000.00				
0%			$230,306.00				
0%			$636,865.00				
0%			$31,235.00				
0%			$70,000.00				
0%			$50,000.00				
100.00%			$437,095.00				
100.00%			$738,604.00				
100.00%			$173,195.00				
100.00%			$1,905,969.00				
100.00%			$191,072.00				
100.00%			$316,983.00				
0%			$70,000.00				
0%			$50,000.00				
0%			$27,500.00				
100.00%			$115,008.00				
100.00%			$154,130.00				
100.00%			$77,002.00				
100.00%			$111,338.00				
38.98%			$5,941,566.00				
0%			$400,000.00				

22.68%			$136,600.00				
0%			$10,000.00				
0%			$10,000.00				
0%			$6,881,584.00				
0%			$200,000.00				
0%			$200,000.00				
0%			$150,000.00				
99.21%			$2,534,520.00				
91.91%			$123,663.00				
37.85%			$4,713,214.00				
0%			$1,500,000.00				
0%			$1,000,000.00				

Total Expenditures Table

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learner Support: Language Assessment Center		$352,802.00	$0.00	$0.00	$0.00	$352,802.00

1	2	English Learner Support: Language Support Services		$323,963.00	$0.00	$0.00	$462,018.00	$785,981.00
1	3	English Learner Support: English Learner Site Support		$723,601.00	$0.00	$0.00	$0.00	$723,601.00
1	4	English Learner Support: Instruction and Technology		$185,000.00	$0.00	$0.00	$3,011.00	$188,011.00
1	5	English Learner Support: Dual Immersion	All	$12,500.00	$0.00	$0.00	$0.00	$12,500.00
1	6	English Learner Support: I-Station License	All	$40,000.00	$0.00	$0.00	$0.00	$40,000.00

1	7	English Learner Support: Dual Immersion Teachers	All	$1,432,567.00	$0.00	$0.00	$0.00	$1,432,567.00
1	8	Special Education: Middle school support	SPED	$25,222.00	$0.00	$0.00	$154,782.00	$180,004.00
1	9	Special Education: Instructional Assistant support	SPED	$313,301.00	$6,034.00	$0.00	$7,078,953.00	$7,398,288.00
1	10	Special Education: Instructional materials support	SPED	$50,000.00	$0.00	$0.00	$0.00	$50,000.00
1	11	Student Technology: 1 to 1 student devices		$5,100,800.00	$120,000.00	$0.00	$926,000.00	$6,146,800.00
1	12	Career Technical Education/Linked Learning (CTE/LL): Site Pathway support		$112,000.00	$0.00	$0.00	$555,317.00	$667,317.00

1	13	CTE/LL: Work-based learning		$30,000.00	$65,516.00	$0.00	$0.00	$95,516.00
1	14	CTE/LL: Pathway Promotion		$15,000.00	$0.00	$0.00	$0.00	$15,000.00
1	15	CTE/LL: Professional Development		$30,000.00	$0.00	$0.00	$0.00	$30,000.00
1	16	CTE/LL: Curriculum Program Specialist		$133,268.00	$0.00	$0.00	$0.00	$133,268.00
1	17	Career Technical Education: ROP Program	All	$3,403,000.00	$892,197.00	$0.00	$0.00	$4,295,197.00
1	18	Advancement Via Individual Determination (AVID): Site Support		$459,292.00	$0.00	$0.00	$0.00	$459,292.00
1	19	AVID: PSAT Testing for 8th grade		$25,000.00	$0.00	$0.00	$0.00	$25,000.00
1	20	AVID: AVID Teachers		$40,864.00	$1,206,440.00	$0.00	$0.00	$1,247,304.00

1	21	Gifted and Talented Education (GATE): Teacher Stipends	All	$48,128.00	$0.00	$0.00	$0.00	$48,128.00
1	22	GATE: Teacher Conferences		$7,000.00	$0.00	$0.00	$0.00	$7,000.00
1	23	GATE: Elementary Site GATE Funds		$46,085.00	$0.00	$0.00	$0.00	$46,085.00
1	24	GATE: Middle School Site GATE funds		$30,000.00	$0.00	$0.00	$0.00	$30,000.00
1	25	GATE: AP Testing Support		$0.00	$120,000.00	$0.00	$0.00	$120,000.00
1	26	Library: Middle School Librarians (4)		$511,167.00	$0.00	$0.00	$0.00	$511,167.00
1	27	Library: Library Media Technicians		$1,317,994.00	$0.00	$0.00	$0.00	$1,317,994.00
1	28	Library: K-12 Library Support		$350,000.00	$0.00	$0.00	$0.00	$350,000.00

1	29	Library: Books in English & Spanish		$28,000.00	$0.00	$0.00	$0.00	$28,000.00
1	30	Visual and Performing Arts (VAPA): Elementary VAPA Funds		$100,000.00	$0.00	$0.00	$0.00	$100,000.00
1	31	VAPA: Elementary Band Teacher (1)	All	$86,707.00	$0.00	$0.00	$0.00	$86,707.00
1	32	VAPA: High School and Middle School VAPA Support		$145,000.00	$0.00	$0.00	$0.00	$145,000.00
1	33	VAPA: MusicFirst License		$23,000.00	$0.00	$0.00	$0.00	$23,000.00
1	34	VAPA: Band and Music Teachers	All	$454,346.00	$0.00	$0.00	$0.00	$454,346.00
1	35	VAPA: Site Band Support		$76,000.00	$0.00	$0.00	$34,075.00	$110,075.00
1	36	VAPA: NJROTC Support		$2,000.00	$0.00	$0.00	$0.00	$2,000.00
1	37	Student Field Trips		$191,250.00	$0.00	$0.00	$25,000.00	$216,250.00

1	38	Athletics: Middle School Intramural Athletics		$90,000.00	$0.00	$0.00	$0.00	$90,000.00
1	39	Athletics: High School Athletics Programs	All	$840,000.00	$0.00	$0.00	$0.00	$840,000.00
1	40	Athletics: Additional Athletics Support	All	$200,000.00	$0.00	$0.00	$0.00	$200,000.00
1	41	Athletics: Athletic Directors	All	$335,382.00	$0.00	$0.00	$0.00	$335,382.00
1	42	District System Design Partnership (DSDP): Plan implementation	All	$75,000.00	$0.00	$0.00	$0.00	$75,000.00
2	1	English Language Arts (ELA): MS ELA Support Teachers		$451,193.00	$0.00	$0.00	$0.00	$451,193.00
2	2	ELA: HS ELA Support Teachers		$193,421.00	$0.00	$0.00	$0.00	$193,421.00

2	3	ELA: HS ELA TOA's		$354,099.00	$0.00	$0.00	$0.00	$354,099.00
2	4	English Language Arts (ELA) Curriculum Program Specialist	All	$115,817.00	$0.00	$0.00	$0.00	$115,817.00
2	5	Mathematics (Math): MS Math Support Teachers		$283,691.00	$0.00	$0.00	$0.00	$283,691.00
2	6	Math: HS Math Support Teachers		$344,730.00	$0.00	$0.00	$0.00	$344,730.00
2	7	Math: HS Math TOA's		$383,921.00	$0.00	$0.00	$0.00	$383,921.00
2	8	Summer School (SS): Instructional Materials		$354,918.00	$0.00	$0.00	$0.00	$354,918.00
2	9	SS Salaries and Benefits		$270,000.00	$0.00	$0.00	$0.00	$270,000.00
2	10	Elementary TOA's: One per site (18)		$2,466,118.00	$0.00	$0.00	$2,089,833.00	$4,555,951.00

2	11	Elementary TOA's: training, supplies and equipment	All	$359,120.00	$0.00	$0.00	$0.00	$359,120.00
2	12	Literacy: DIBELS Amplify Online	All	$206,241.00	$0.00	$0.00	$0.00	$206,241.00
2	13	MS MESA Teachers (4)		$320,681.00	$0.00	$0.00	$0.00	$320,681.00
2	14	MS MESA: Instructional materials		$30,000.00	$0.00	$0.00	$0.00	$30,000.00
2	15	Technology: Curriculum Program Specialists (4)		$604,397.00	$0.00	$0.00	$0.00	$604,397.00
2	16	Technology: Technology Support Staff	All	$647,322.00	$1,112,944.00	$0.00	$0.00	$1,760,266.00
2	17	Teacher Collaboration: Teacher Prep Days (2)	All	$1,393,520.00	$0.00	$0.00	$0.00	$1,393,520.00
2	18	Teacher Collaboration: Teacher Collaboration Day		$364,970.00	$0.00	$0.00	$575,424.00	$940,394.00

2	19	Teacher Collaboration: SPED & GenEd Collaboration Day	SPED	$200,000.00	$0.00	$0.00	$0.00	$200,000.00
2	20	Professional Learning (PL): Online Professional Learning Stipend	All	$22,500.00	$0.00	$0.00	$0.00	$22,500.00
2	21	PL: Alludo License	All	$11,500.00	$0.00	$0.00	$20,628.00	$32,128.00
2	22	PL: LETRS Training		$80,000.00	$0.00	$0.00	$0.00	$80,000.00
2	23	PL: Elementary Science & Social Studies	All	$80,000.00	$0.00	$0.00	$0.00	$80,000.00
2	24	PL: Support for Professional Learning without substitutes.	All	$84,000.00	$0.00	$0.00	$0.00	$84,000.00

2	25	PL: Cultural Proficiency and Equity Professional Learning	All	$50,000.00	$0.00	$0.00	$0.00	$50,000.00
2	26	Elementary Assessment: Illuminate License	All	$153,560.00	$0.00	$0.00	$0.00	$153,560.00
2	27	Science Fair: Science Fair Support	All	$20,813.00	$0.00	$0.00	$0.00	$20,813.00
2	28	Science Fair: Z Fairs	All	$20,000.00	$0.00	$0.00	$0.00	$20,000.00
3	1	Positive Behavior Interventions & Support (PBIS): Clinical Therapist		$46,662.00	$31,106.00	$0.00	$77,766.00	$155,534.00
3	2	PBIS: Program Support	All	$474,314.00	$0.00	$0.00	$0.00	$474,314.00
3	3	PBIS: Assistant Principals Elementary		$1,087,790.00	$1,349,757.00	$0.00	$0.00	$2,437,547.00

3	4	PBIS: Assistant Principals High School		$504,806.00	$1,516,995.00	$0.00	$0.00	$2,021,801.00
3	5	PBIS: SART & SARB Misc. Services	All	$1,000.00	$0.00	$0.00	$0.00	$1,000.00
3	6	PBIS: Foster & Low Income Support Services		$100,000.00	$0.00	$0.00	$0.00	$100,000.00
3	7	PBIS: Extra-Duty	All	$20,000.00	$0.00	$0.00	$0.00	$20,000.00
3	8	Student Safety: Crossing Guards		$230,306.00	$0.00	$0.00	$0.00	$230,306.00
3	9	Student Safety: School Resource Officers	All	$636,865.00	$0.00	$0.00	$0.00	$636,865.00
3	10	Student Safety: Probation Officer-offset by County	All	$31,235.00	$0.00	$0.00	$0.00	$31,235.00
3	11	Student Safety: Safety Supplies	All	$70,000.00	$0.00	$0.00	$0.00	$70,000.00

3	12	Student Safety: Safety Executive Task Force	All	$50,000.00	$0.00	$0.00	$0.00	$50,000.00
3	13	Physical & Mental Health: Nurses (4)		$437,095.00	$459,858.00	$0.00	$153,286.00	$1,050,239.00
3	14	Physical & Mental Health: Health Assistants (25)		$738,604.00	$0.00	$0.00	$0.00	$738,604.00
3	15	Physical & Mental Health: Behavioral & Mental Health Manager (1)		$173,195.00	$0.00	$0.00	$0.00	$173,195.00
3	16	Physical & Mental Health: Counselors: Elementary (18)	All	$1,905,969.00	$0.00	$0.00	$0.00	$1,905,969.00
3	17	Physical & Mental Health: Speech Therapist Stipends (15)	All	$191,072.00	$0.00	$0.00	$0.00	$191,072.00
3	18	Physical & Mental Health: Psychologist Stipends (19)	All	$316,983.00	$0.00	$0.00	$0.00	$316,983.00

3	19	Physical & Mental Health: Kelvin License	All	$70,000.00	$0.00	$0.00	$0.00	$70,000.00
3	20	Physical & Mental Health: Counselor Training		$50,000.00	$0.00	$0.00	$0.00	$50,000.00
4	1	Parent Engagement (PE): Parent Workshops		$27,500.00	$0.00	$0.00	$304,446.00	$331,946.00
4	2	PE: Communications Specialist (1)		$115,008.00	$0.00	$0.00	$0.00	$115,008.00
4	3	PE: Community Liaisons: Student Services (2)		$154,130.00	$0.00	$0.00	$0.00	$154,130.00
4	4	PE: Translator/Interpreter		$77,002.00	$232,361.00	$0.00	$0.00	$309,363.00
4	5	English Learner Parent Support: Bilingual Stipends		$111,338.00	$0.00	$0.00	$0.00	$111,338.00
5	1	Site/Department Allocations		$5,941,566.00	$0.00	$0.00	$463,450.00	$6,405,016.00

5	2	Certificated $250: Instructional Materials	All	$400,000.00	$0.00	$0.00	$0.00	$400,000.00
5	3	Teacher Induction		$136,600.00	$0.00	$0.00	$150,000.00	$286,600.00
5	4	New Employee Onboarding	All	$10,000.00	$0.00	$0.00	$0.00	$10,000.00
5	5	Classified Staff Development	All	$10,000.00	$47,000.00	$0.00	$0.00	$57,000.00
5	6	Replacement Textbooks	All	$6,881,584.00	$0.00	$0.00	$0.00	$6,881,584.00
5	7	Secondary Elective Textbooks	All	$200,000.00	$0.00	$0.00	$0.00	$200,000.00
5	8	Additional Secondary Elective Textbooks	All	$200,000.00	$0.00	$0.00	$0.00	$200,000.00
5	9	NGSS Materials K-12		$150,000.00	$0.00	$0.00	$0.00	$150,000.00
5	10	M&O Staff and Materials	All	$2,534,520.00	$0.00	$0.00	$0.00	$2,534,520.00
5	11	Asset Manager & Materials	All	$123,663.00	$0.00	$0.00	$0.00	$123,663.00

5	12	Home-to-School Transportation		$4,713,214.00	$4,002,795.00	$0.00	$0.00	$8,716,009.00
5	13	Playground Equipment	All	$1,500,000.00	$0.00	$0.00	$0.00	$1,500,000.00
5	14	Substitute Costs	All	$1,000,000.00	$0.00	$0.00	$0.00	$1,000,000.00

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$59,053,792.00	$11,163,003.00	$0.00	$13,073,989.00	$83,290,784.00

Total Personnel	Total Non-Personnel
$45,093,945.00	$38,196,839.00

Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	English Learner Support: Language Assessment Center	Limited	English Learner	All Schools	$352,802.00	$352,802.00
1	2	English Learner Support: Language Support Services	Limited	English Learner	All Schools	$323,963.00	$785,981.00

1	3	English Learner Support: English Learner Site Support	Limited	English Learner	All Schools	$723,601.00	$723,601.00
1	4	English Learner Support: Instruction and Technology	Limited	English Learners	Districtwide	$185,000.00	$188,011.00
1	5	English Learner Support: Dual Immersion	LEA-wide	Low Income, English Learner	Specific School Sites	$12,500.00	$12,500.00
1	6	English Learner Support: I-Station License	LEA-wide	Low Income, English Learner	Specific School Sites	$40,000.00	$40,000.00
1	7	English Learner Support: Dual Immersion Teachers	LEA-wide	Low Income, English Learner	Specific Schools	$1,432,567.00	$1,432,567.00
1	11	Student Technology: 1 to 1 student devices	Limited	Low Income, English Learners, Foster Youth	All schools	$5,100,800.00	$6,146,800.00
1	12	Career Technical Education/Linked Learning (CTE/LL): Site Pathway support	Schoolwide	Low Income	All Comprehensive High Schools	$112,000.00	$667,317.00
1	13	CTE/LL: Work-based learning	Schoolwide	Low Income	All Comprehensive High Schools	$30,000.00	$95,516.00

1	14	CTE/LL: Pathway Promotion	Schoolwide	Low Income	All Comprehensive High Schools	$15,000.00	$15,000.00
1	15	CTE/LL: Professional Development	Schoolwide	Low Income	High Schools	$30,000.00	$30,000.00
1	16	CTE/LL: Curriculum Program Specialist	Schoolwide	Low Income	High Schools	$133,268.00	$133,268.00
1	17	Career Technical Education: ROP Program	LEA-wide	Low Income, English Learner, Foster Youth	All High Schools	$3,403,000.00	$4,295,197.00
1	18	Advancement Via Individual Determination (AVID): Site Support	Schoolwide	Low Income, English Learner	Middle & High Schools, Jurupa Vista	$459,292.00	$459,292.00
1	19	AVID: PSAT Testing for 8th grade	Schoolwide	Low Income	All Middle Schools	$25,000.00	$25,000.00
1	20	AVID: AVID Teachers	Schoolwide	Low Income, English Learner	Specific Schools	$40,864.00	$1,247,304.00
1	21	Gifted and Talented Education (GATE): Teacher Stipends	LEA-wide	Low Income, English Learner	All Elementary Schools	$48,128.00	$48,128.00

1	22	GATE: Teacher Conferences	LEA-wide	Low Income, English Learner	All Elementary Schools	$7,000.00	$7,000.00
1	23	GATE: Elementary Site GATE Funds	LEA-wide	Low Income, English Learner	All Elementary Schools	$46,085.00	$46,085.00
1	24	GATE: Middle School Site GATE funds	LEA-wide	Low Income	All Middle Schools	$30,000.00	$30,000.00
1	25	GATE: AP Testing Support	LEA-wide	Low Income, English Learner	High Schools	$0.00	$120,000.00
1	26	Library: Middle School Librarians (4)	Schoolwide	Low Income, English Learner, Foster Youth	All Middle Schools	$511,167.00	$511,167.00
1	27	Library: Library Media Technicians	LEA-wide	Low Income, English Learner, Foster Youth	All Schools	$1,317,994.00	$1,317,994.00
1	28	Library: K-12 Library Support	LEA-wide	Low Income, English Learner, Foster Youth	All Schools	$350,000.00	$350,000.00
1	29	Library: Books in English & Spanish	Limited	English Learner	All Schools	$28,000.00	$28,000.00
1	30	Visual and Performing Arts (VAPA): Elementary VAPA Funds	Schoolwide	Low Income	Elementary Schools	$100,000.00	$100,000.00

1	31	VAPA: Elementary Band Teacher (1)	LEA-wide	Low Income	Elementary Schools	$86,707.00	$86,707.00
1	32	VAPA: High School and Middle School VAPA Support	Schoolwide	Low Income	Middle & High Schools	$145,000.00	$145,000.00
1	33	VAPA: MusicFirst License	LEA-wide	Low Income	All Schools	$23,000.00	$23,000.00
1	34	VAPA: Band and Music Teachers	LEA-wide	Low Income, English Learner, Foster Youth	Middle & High Schools	$454,346.00	$454,346.00
1	35	VAPA: Site Band Support	LEA-wide	Low Income	All Schools	$76,000.00	$110,075.00
1	36	VAPA: NJROTC Support	Schoolwide	Low Income	Specific High Schools	$2,000.00	$2,000.00
1	37	Student Field Trips	LEA-wide	Low Income, English Learner, Foster Yout	All Schools	$191,250.00	$216,250.00
1	38	Athletics: Middle School Intramural Athletics	Schoolwide	Low Income	All Middle Schools	$90,000.00	$90,000.00
2	1	English Language Arts (ELA): MS ELA Support Teachers	LEA-wide	Low Income, English Learner, Foster Youth	All Middle Schools	$451,193.00	$451,193.00

2	2	ELA: HS ELA Support Teachers	LEA-wide	Low Income, English Learner, Foster Youth	All High Schools	$193,421.00	$193,421.00
2	3	ELA: HS ELA TOA's	LEA-wide	Low Income, English Learner, Foster Youth	All High Schools	$354,099.00	$354,099.00
2	4	English Language Arts (ELA) Curriculum Program Specialist	LEA-wide	Low Income, English Learner, Foster Youth	LEA-wide	$115,817.00	$115,817.00
2	5	Mathematics (Math): MS Math Support Teachers	LEA-wide	Low Income, English Learner, Foster Youth	All Middle Schools	$283,691.00	$283,691.00
2	6	Math: HS Math Support Teachers	LEA-wide	Low Income, English Learner, Foster Youth	All High Schools	$344,730.00	$344,730.00
2	7	Math: HS Math TOA's	Schoolwide	Low Income, English Learner, Foster Youth	All High Schools	$383,921.00	$383,921.00
2	8	Summer School (SS): Instructional Materials	LEA-wide	Low Income, English Learner, Foster Youth	Middle & High Schools	$354,918.00	$354,918.00
2	9	SS Salaries and Benefits	LEA-wide	Low Income, English Learner, Foster Youth	Middle & High Schools	$270,000.00	$270,000.00

2	10	Elementary TOA's: One per site (18)	LEA-wide	Low Income, English Learner, Foster Youth	All Elementary Schools	$2,466,118.00	$4,555,951.00
2	11	Elementary TOA's: training, supplies and equipment	LEA-wide	Low Income, English Learner, Foster Youth	All Elementary Schools	$359,120.00	$359,120.00
2	12	Literacy: DIBELS Amplify Online	LEA-wide	Low Income, English Learner, Foster Youth	All Elementary Schools, Grades K-1 only	$206,241.00	$206,241.00
2	13	MS MESA Teachers (4)	Schoolwide	Low Income, English Learner	All Middle Schools	$320,681.00	$320,681.00
2	14	MS MESA: Instructional materials	Schoolwide	Low Income, English Learner	All Middle Schools	$30,000.00	$30,000.00
2	15	Technology: Curriculum Program Specialists (4)	LEA-wide	Low Income,English Learner, Foster Youth	All Schools	$604,397.00	$604,397.00
2	16	Technology: Technology Support Staff	LEA-wide	Low Income, English Learner, Foster Youth	All Schools	$647,322.00	$1,760,266.00
2	18	Teacher Collaboration: Teacher Collaboration Day	LEA-wide	Low Income, English Learner, Foster Youth	All Schools	$364,970.00	$940,394.00

2	20	Professional Learning (PL): Online Professional Learning Stipend	LEA-wide	Low Income, English Learner, Foster Youth	All Schools	$22,500.00	$22,500.00
2	21	PL: Alludo License	LEA-wide	Low income, English Learner, Foster Youth	All Schools	$11,500.00	$32,128.00
2	22	PL: LETRS Training	Limited	Low Income, English Learner	Second Grade	$80,000.00	$80,000.00
2	23	PL: Elementary Science & Social Studies	LEA-wide	Low Income, English Learner, Foster Youth	All Elementary Schools	$80,000.00	$80,000.00
2	25	PL: Cultural Proficiency and Equity Professional Learning	Limited	Low Income, English Learner, Foster Youth	LEA-wide	$50,000.00	$50,000.00
2	27	Science Fair: Science Fair Support	LEA-wide	Low Income, English Learner, Foster Youth	All School Sites	$20,813.00	$20,813.00
3	1	Positive Behavior Interventions & Support (PBIS): Clinical Therapist	LEA-wide	Low Income, English Learners, Foster Youth	All School Sites	$46,662.00	$155,534.00
3	3	PBIS: Assistant Principals Elementary	Schoolwide	Low Income, English Learner, Foster Youth	Elementary Schools	$1,087,790.00	$2,437,547.00

3	4	PBIS: Assistant Principals High School	Schoolwide	All	All Comprehensive High Schools	$504,806.00	$2,021,801.00
3	6	PBIS: Foster & Low Income Support Services	Limited	Low Income, Foster Youth	All Schools	$100,000.00	$100,000.00
3	8	Student Safety: Crossing Guards	LEA-wide	Low Income	Elementary Schools	$230,306.00	$230,306.00
3	13	Physical & Mental Health: Nurses (4)	LEA-wide	Low Income, English Learner, Foster Youth	All Schools	$437,095.00	$1,050,239.00
3	14	Physical & Mental Health: Health Assistants (25)	LEA-wide	Low Income, English Learner, Foster Youth	All Schools	$738,604.00	$738,604.00
3	15	Physical & Mental Health: Behavioral & Mental Health Manager (1)	LEA-wide	Low Income, English Learner, Foster Youth	All Schools	$173,195.00	$173,195.00
3	16	Physical & Mental Health: Counselors: Elementary (18)	LEA-wide	Low Income, English Learner, Foster Youth	Elementary Schools	$1,905,969.00	$1,905,969.00
3	17	Physical & Mental Health: Speech Therapist Stipends (15)	LEA-wide	Low Income, English Learner, Foster Youth	All Schools	$191,072.00	$191,072.00

3	18	Physical & Mental Health: Psychologist Stipends (19)	LEA-wide	Low Income, English Learner, Foster Youth	All Schools	$316,983.00	$316,983.00
3	20	Physical & Mental Health: Counselor Training	LEA-wide	Low Income, English Learner, Foster Youth	All Schools	$50,000.00	$50,000.00
4	1	Parent Engagement (PE): Parent Workshops	LEA-wide	Low Income, English Learner, Foster Youth	All Schools	$27,500.00	$331,946.00
4	2	PE: Communications Specialist (1)	LEA-wide	Low Income, English Learner, Foster Youth	All Schools	$115,008.00	$115,008.00
4	3	PE: Community Liaisons: Student Services (2)	Limited	Low Income, English Learner, Foster Youth	All Schools	$154,130.00	$154,130.00
4	4	PE: Translator/Interpreter	Limited	English Learner	All Schools	$77,002.00	$309,363.00
4	5	English Learner Parent Support: Bilingual Stipends	Limited	English Learner	All Schools	$111,338.00	$111,338.00
5	1	Site/Department Allocations	LEA-wide	Low Income, English Learner, Foster Youth	All Schools	$5,941,566.00	$6,405,016.00

5	2	Certificated $250: Instructional Materials	LEA-wide	Low Income	All Schools	$400,000.00	$400,000.00
5	3	Teacher Induction	LEA-wide	Low Income, English Learner	All Schools	$136,600.00	$286,600.00
5	7	Secondary Elective Textbooks	LEA-wide	Low Income, English Learner, Foster Youth	All Middle & High Schools	$200,000.00	$200,000.00
5	8	Additional Secondary Elective Textbooks	LEA-wide	Low Income, English Learner, Foster Youth	All Middle & High Schools	$200,000.00	$200,000.00
5	9	NGSS Materials K-12	LEA-wide	Low Income, English Learner, Foster YOuth	All Schools	$150,000.00	$150,000.00
5	12	Home-to-School Transportation	LEA-wide	Low Income, English Learner, Foster Youth	All Schools	$4,713,214.00	$8,716,009.00

Totals by Type	Total LCFF Funds	Total Funds
Total:	$41,950,626.00	$58,900,849.00
LEA-wide Total:	$30,643,201.00	$41,156,009.00
Limited Total:	$7,286,636.00	$9,030,026.00
Schoolwide Total:	$4,020,789.00	$8,714,814.00

Annual Update Table Year 1

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

Totals	Planned Expenditure Table	Estimated Actual Total
Totals	[Intentionally Blank]	[Intentionally Blank]

Instructions

- Plan Summary
- Stakeholder Engagement
- Goals and Actions
- Increased or Improved Services

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard

choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
    - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Reflections: Successes

Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder

input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need

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

LCAP Highlights

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

Comprehensive Support and Improvement

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

Schools Identified:

Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools:

Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the

identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness:

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

a. Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
b. If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or

52068(a)(2), as appropriate.

c. Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
d. Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
e. Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus

goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as

reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 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 2020–21. 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 2021–22, 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 2022–23, 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 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 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 2022–23 LCAP year.

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 **2020–21**.	Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2021–22**. Leave blank until then.	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 **2020–21**.

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

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

Actions:

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

Actions for English Learners:

School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum,

the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth:

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

Percentage to Increase or Improve Services:

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:

Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective:

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

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

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

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

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

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

COEs and Charter Schools:

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%:

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

Unduplicated Percentage < 55%:

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

Actions Provided on a Schoolwide Basis:

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

For schools with 40% or more enrollment of unduplicated pupils:

Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

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

Expenditure Tables

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

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

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

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

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

Goal #:

Enter the LCAP Goal number for the action.

Action #:

Enter the action's number as indicated in the LCAP Goal.

Action Title:

Provide a title of the action.

Student Group(s):

Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

Increased / Improved:

Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is not included as contributing to meeting the increased or improved services.

If "Yes" is entered into the Contributing column, then complete the following columns:

Scope:

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

Unduplicated Student Group(s)

Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

Location:

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

Time Span:

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

Personnel Expense:

This column will be automatically calculated based on information provided in the following columns:

Total Personnel:

Enter the total amount of personnel expenditures utilized to implement this action.

Total Non-personnel:

This amount will be automatically calculated.

Other State Funds:

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

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).

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.