2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Cucamonga School District
CDS Code:	36676940000000
LEA Contact Information:	Name: Michael Chaix Position: Superintendent Phone: (909)987-8942
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	**Amount**
Total LCFF Funds	$34,447,150
LCFF Supplemental & Concentration Grants	$4,738,959
All Other State Funds	$2,743,807
All Local Funds	$838,635
All federal funds	$3,698,584
Total Projected Revenue	$41,728,176

Total Budgeted Expenditures for the 2021-22 School Year	**Amount**
Total Budgeted General Fund Expenditures	$40,686,923
Total Budgeted Expenditures in the LCAP	$21,019,969
Total Budgeted Expenditures for High Needs Students in the LCAP	$5,861,737
Expenditures not in the LCAP	$19,666,954

Expenditures for High Needs Students in the 2020-21 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$2,093,550
Actual Expenditures for High Needs Students in Learning Continuity Plan	$2,506,588

Funds for High Needs Students	**Amount**
2021-22 Difference in Projected Funds and Budgeted Expenditures	$1,122,778
2020-21 Difference in Budgeted and Actual Expenditures	$413,038

Required Prompts(s)	**Response(s)**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	General fund expenditures will not be the primary source of extra expenditures in 2021-2022. The expenditures will be made from the ELO grant and ESSER II and III funding. Additional services will include support for learning loss through augmented summer school offerings, additional intervention and general education teachers, counselor, ELA TOSA, pupil services coordinator, and professional development.

LCFF Budget Overview for Parents

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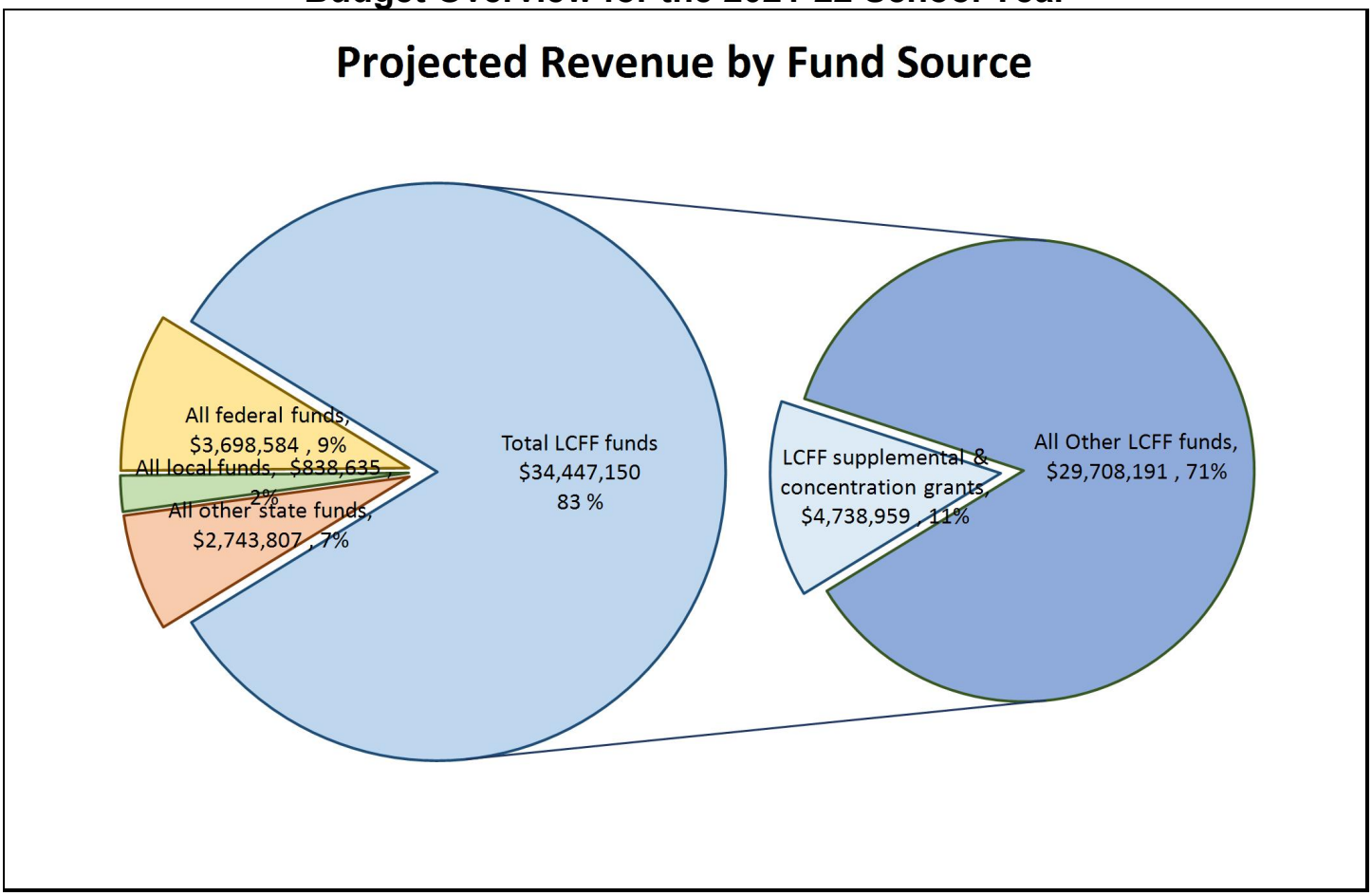
School Year: 2021-22

LEA contact information:

Michael Chaix
Superintendent
(909)987-8942

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

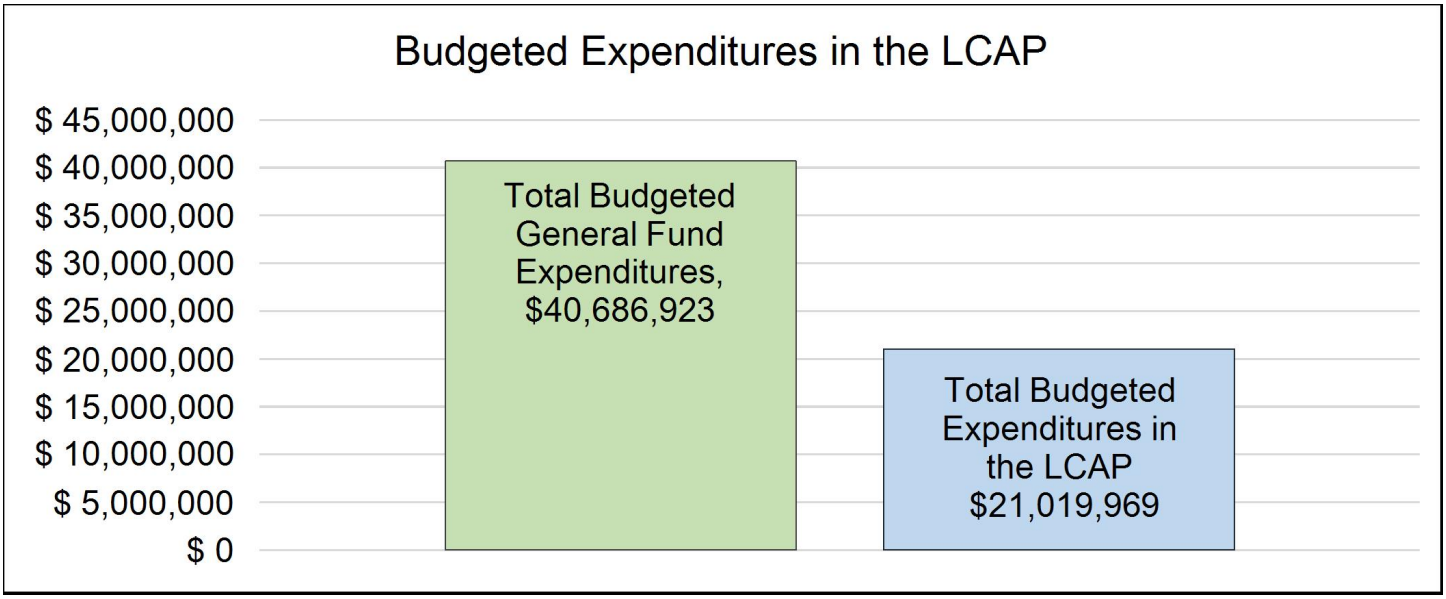


This chart shows the total general purpose revenue Cucamonga School District expects to receive in the coming year from all sources.

The total revenue projected for Cucamonga School District is $41,728,176, of which $34,447,150 is Local Control Funding Formula (LCFF), $2,743,807 is other state funds, $838,635 is local funds, and $3,698,584 is federal funds. Of the $34,447,150 in LCFF Funds, $4,738,959 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Cucamonga 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.

Cucamonga School District plans to spend $40,686,923 for the 2021-22 school year. Of that amount, $21,019,969 is tied to actions/services in the LCAP and $19,666,954 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 will not be the primary source of extra expenditures in 2021-2022. The expenditures will be made from the ELO grant and ESSER II and III funding.

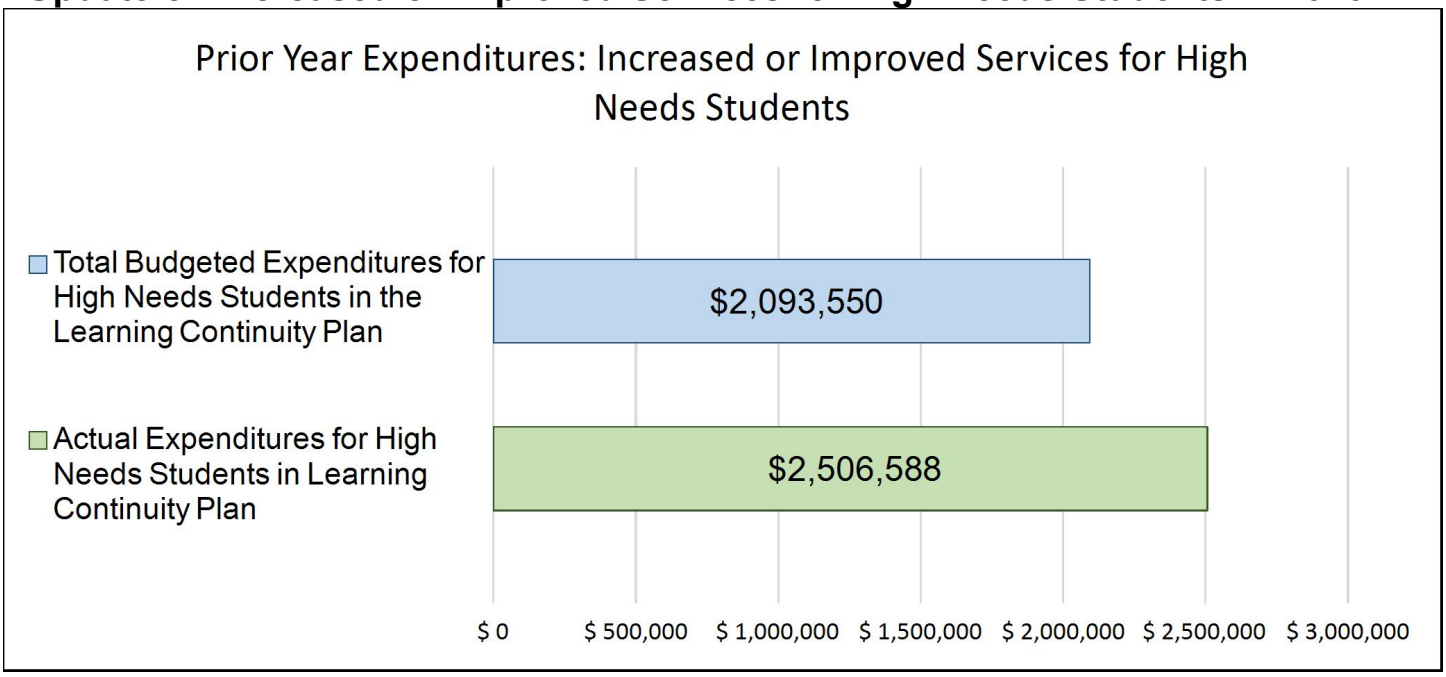
Additional services will include support for learning loss through augmented summer school offerings, additional intervention and general education teachers, counselor, ELA TOSA, pupil services coordinator, and professional development.

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

In 2021-22, Cucamonga School District is projecting it will receive $4,738,959 based on the enrollment of foster youth, English learner, and low-income students. Cucamonga School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cucamonga School District plans to spend $5,861,737 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 Cucamonga 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 Cucamonga 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, Cucamonga School District's Learning Continuity Plan budgeted $2,093,550 for planned actions to increase or improve services for high needs students. Cucamonga School District actually spent $2,506,588 for actions to increase or improve services for high needs students in 2020-21.



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

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

LEA Name	Contact Name and Title	Email and Phone
Cucamonga School District	Michael Chaix Superintendent	mchaix@cuca.k12.ca.us (909)987-8942

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

Students will increase their overall reading skills as evidenced by an increase in their 3rd grade reading level and 6th grade ELA achievement scores.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Increased achievement scores for 3rd grade including reading claim and 6th grade overall achievement scores by 5%. (Performance of Standardized Tests) **19-20** Increase both 2018-2019 data for 3rd grade reading claim and 6th grade overall achievement scores by 5%. (Professional Development Logs and Benchmark Assessments)	For the 2019-2020 school year there are no metrics to report due to COVID 19. CSD used the ELA ICA for assessment in 2020-2021 school year. It did not calculate a reading score for the reading claim measure, but did calculate a score for overall achievement. Overall in 2020-2021 our grade 3 performance on the ELA ICA CSD, 20% of students were meeting or exceeding standards. That is a drop of 21% from the 2018-2019 school year. There is no comparable reading comparison score. Overall our 6th grade ELA ICA for 6th grade, 46% of our students met or exceeded standards. That is an increase of 16% over the previous year's score in 2018-2019.

Expected	Actual
Baseline Overall in 2016-2017 on the Preliminary SBAC assessment for 3rd grade, 35% percent of our students met or exceeded standard. That is an increase of 2% of our students met or exceeded standard. On the claim of reading students scored 57% near/at/above grade level. That is an increase of 2% of our students scored near/at/above grade level. Overall in 2016-2017 ELA Preliminary SBAC Assessment for 6th grade, 40% percent of our students met or exceeded standard. That is a 1% increase in percentage overall over the previous year. On the claim of reading students scored 62% near/at/above grade level. On the claim of reading that is an increase by 2% for students near/at/above grade level.	
Metric/Indicator Our goal is to meet the annual target as set by the state and federal government. (Share of ELs that became English Proficient) **19-20** Our goal is to meet the annual target as set by the state and federal government. (Share of ELs that became English Proficient, AMAOs) **Baseline** In 2014 - 2015 CSD had 16.8% of students less than 5 years in EL attain English Proficiency and 56.7% of students 5 years or more in EL attained English Proficiency.	CSD has 55.5% of students making progress towards English language proficiency based on the latest data continues to be the 2018-2019 data. CSD had 16.4% of student attain English Proficiency as reported by DataQuest.
Metric/Indicator Our annual reclassification goal is 15%	In 2019-2020 CSD reclassified 6% of students. Our annual goal was 15%.

Expected	Actual
(EL Reclassification Rate) **19-20** Our annual reclassification goal is 15% per year. (EL Reclassification Rate) **Baseline** In 2015-2016 CSD reclassified 25% of students. Our annual goal is 15%. (EL Reclassification Rate)	In 2020-2021 CSD reclassified 4% of students. Our annual goal was 15%.
Metric/Indicator The API is no longer utilized in California. More direction is forthcoming from ESSA. (Performance on standardized tests) **19-20** The API is no longer utilized in California. More direction is forthcoming from ESSA. (Performance on standardized tests) **Baseline** The API is no longer utilized in California. More direction is forthcoming from ESSA.	The API is no longer utilized in California. More direction is forthcoming from ESSA.
Metric/Indicator Increase the percentage of teaching staff attending PD in CCSS, including ELA/ELD Framework.	During the 2019-2020 school year 95% of teachers and 60% of classified instructional aides attended trainings offered.

Expected	Actual
(Implementation of CCSS for all students, including EL) **19-20** Increase the percentage of teaching staff attending PD in CCSS, including ELA/ELD Framework. **Baseline** The 2016-2017 professional development logs showed 19 different training opportunities for a variety of grade levels in ELA. Out of those opportunities 92% of teachers and 59% of classified instructional aides attended the training offered. That is an increase in attendance percentage by 10% for teachers and an increase in attendance by 2% for classified instructional aides.	During the 2020-2021 school year 95% of teachers and 61% of classified instructional aides attended trainings offered.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Continued Implementation of model lessons in all subjects embedding technology, literacy, and DOK levels 3 and 4 for all students.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $10,000 3000-3999: Employee Benefits Supplemental and Concentration $2,257 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $6,000 4000-4999: Books And Supplies Supplemental and Concentration $150	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $7,500 3000-3999: Employee Benefits Supplemental and Concentration $1,615.50 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $10,499.56 4000-4999: Books And Supplies Supplemental and Concentration $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures Title II $4,000	5000-5999: Services And Other Operating Expenditures Title II $4,000
1.2 Continue technology training for all instructional staff and parents to enhance student learning.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $2,000 5000-5999: Services And Other Operating Expenditures Title II $8,000	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $0 5000-5999: Services And Other Operating Expenditures Title II $8,000
1.3 Collaboration to create a balanced reading program with incentives, technology, and diverse texts to promote self-motivated reading.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $20,500 5000-5999: Services And Other Operating Expenditures Title II $89,500	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $61,126.77 5000-5999: Services And Other Operating Expenditures Title II $105,189
1.7 Refine and continue Full Day Kindergarten Program	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $514,528 3000-3999: Employee Benefits Supplemental and Concentration $173,915	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $526,630.70 3000-3999: Employee Benefits Supplemental and Concentration $191,512.27
1.8 Maintain librarian salaries and provide resources for school libraries to increase student literacy primarily directed towards the undiplicated population.	2000-2999: Classified Personnel Salaries Supplemental and Concentration $110,997 3000-3999: Employee Benefits Supplemental and Concentration $56,621 4000-4999: Books And Supplies Supplemental and Concentration $40,000	2000-2999: Classified Personnel Salaries Supplemental and Concentration $126,711.86 3000-3999: Employee Benefits Supplemental and Concentration $69,506.40 4000-4999: Books And Supplies Supplemental and Concentration $39,054.10
	$0	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.10 Continued Professional Development for all Instructional Staff in reading instruction.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $205,000 2000-2999: Classified Personnel Salaries Supplemental and Concentration $8,942 3000-3999: Employee Benefits Supplemental and Concentration $49,073	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $211,400.60 2000-2999: Classified Personnel Salaries Supplemental and Concentration $6,890.40 3000-3999: Employee Benefits Supplemental and Concentration $46,894.44
1.11 Maintain 30 minutes of extra instruction during the school day primarily directed towards the undiplicated population. Additional instructional time is a research based practice that will lead to higher achievement.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $740,138 3000-3999: Employee Benefits Supplemental and Concentration $167,049	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $784,431.00 3000-3999: Employee Benefits Supplemental and Concentration $168,966.00
	0	
1.13 Additional Supplemental Material will be available for student use to support the new ELA/ELD materials adoption.	4000-4999: Books And Supplies Supplemental and Concentration $38,645 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $50,517	2000-2999: Classified Personnel Salaries Supplemental and Concentration $29.77 3000-3999: Employee Benefits Supplemental and Concentration $2.45 4000-4999: Books And Supplies Supplemental and Concentration $24,725.22 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $16,087.22
1.4 Collaboration/PLC		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.5 Continue utilization of professional development to improve reading skills and strategies in diverse texts and multimedia.		
1.6 Continued training in Common Core.		
1.15 Training in the implementation of the ELD standards in all subject areas through model lessons for all instructional staff. Maintain intervention delivered through push in and pull out models.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $355,726 2000-2999: Classified Personnel Salaries Supplemental and Concentration $76,843 3000-3999: Employee Benefits Supplemental and Concentration $125,734 4000-4999: Books And Supplies Supplemental and Concentration $1,200 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $4,300	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $365,851.77 2000-2999: Classified Personnel Salaries Supplemental and Concentration $70,323.45 3000-3999: Employee Benefits Supplemental and Concentration $130,470.36 4000-4999: Books And Supplies Supplemental and Concentration $237.06 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $300
1.16 Technology Device Increase and Refresh for Digital Literacy.	FD 40 RS 9870 4000-4999: Books And Supplies Special Reserve for Capital Outlay $350,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $213,404 5000-5999: Services And Other Operating Expenditures Title IV $6,834	FD 40 RS 9870 4000-4999: Books And Supplies Special Reserve for Capital Outlay $350,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $194,126.34 5000-5999: Services And Other Operating Expenditures Title IV $5,829
1.17 Continued technology training for teachers to facilitate student use of technology when understanding the organization and structure of various texts and multimedia to create student-centered environments.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $92,612	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $94,701.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Use technology-based programs to differentiate language and literacy lessons based on individual skill levels.	2000-2999: Classified Personnel Salaries Supplemental and Concentration $131,777 3000-3999: Employee Benefits Supplemental and Concentration $82,776 4000-4999: Books And Supplies Supplemental and Concentration $1,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $1,500	2000-2999: Classified Personnel Salaries Supplemental and Concentration $141,643.21 3000-3999: Employee Benefits Supplemental and Concentration $102,057.09 4000-4999: Books And Supplies Supplemental and Concentration $636.76 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $0
1.18 Maintain TOA position for Technology Integration.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $92,612 3000-3999: Employee Benefits Supplemental and Concentration $32,647	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $92,612 3000-3999: Employee Benefits Supplemental and Concentration $32,647
1.19 Continue technology training for all instructional staff and parents to enhance student learning.	2000-2999: Classified Personnel Salaries Supplemental and Concentration $131,777 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $92,612 3000-3999: Employee Benefits Supplemental and Concentration $82,776 4000-4999: Books And Supplies Supplemental and Concentration $1,000 5000-5999: Services And Other Operating Expenditures	2000-2999: Classified Personnel Salaries Supplemental and Concentration $131,777 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $92,612 3000-3999: Employee Benefits Supplemental and Concentration $82,776 4000-4999: Books And Supplies Supplemental and Concentration $1,000 5000-5999: Services And Other Operating Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration $1,500	Supplemental and Concentration $1,500
1.20 Maintain early intervention/extension classes delivered through push in and pull out models	2000-2999: Classified Personnel Salaries Title I $272,418 3000-3999: Employee Benefits Title I $61,484	2000-2999: Classified Personnel Salaries Title I $278,525 1000-1999: Certificated Personnel Salaries Title I $59,995
1.21 ED Svcs personnel will continue to monitor and support the LCAP program to ensure that services are primarily directed toward the duplicated population.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $119,164 2000-2999: Classified Personnel Salaries Supplemental and Concentration $43,069 3000-3999: Employee Benefits Supplemental and Concentration $54,681 4000-4999: Books And Supplies Supplemental and Concentration $1,500	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $128,482.56 2000-2999: Classified Personnel Salaries Supplemental and Concentration $50,638.99 3000-3999: Employee Benefits Supplemental and Concentration $58,184.11 4000-4999: Books And Supplies Supplemental and Concentration $2,376.74

Goal Analysis

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

The professional development for ELA and other subjects went very well. We had many opportunities over the pandemic through remote training options. We continued our (WILD) Wonder Innovation and Learning Day) training day online for staff. Staff were able to share best practices with staff. The personalized Professional Development Plan offered staff same amazing opportunities during and after school. All of the funds budgeted in this area were spend accordingly.

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

The training yielded an achievement gain by 6th graders increased over 16% over the previous year's score in 2018-2019. Achievement for 3rd grade went down by 21% from the previous year's score in 2018-2019. This is an effect of the pandemic on instruction at that grade level. This data is representative of local measures from the 2019-2020 school year. A success through

distance learning was that the participation rate of students was high. The challenge was the loss of learning time as compared to traditional onsite instructional minutes.

Goal 2

Cucamonga School District will have teachers appropriately assigned, student access to standards aligned materials and technology, and all facilities in good repair.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Maintain 100% of teachers appropriately assigned and credentialed. (District Credential Report) (Rate of Teacher Misassignment) **19-20** Maintain 100% of teachers appropriately assigned and credentialed. (District Credential Report) **Baseline** In 2016-2017, 100% of teachers appropriately assigned and credentialed. (Credential Report).	In 2019-2020, 100% of teachers appropriately assigned and credentialed In 2020-2021, 100% of teachers appropriately assigned and credentialed
Metric/Indicator Maintain 100% of students having access to standards aligned curriculum and materials. (Williams Report and FIT Reports) (Student access to standards-aligned instructional materials) **19-20**	In 2019-2020, 100% of students have access to standards aligned curriculum and materials. In 2020-2021, 100% of students have access to standards aligned curriculum and materials.

Expected	Actual
Maintain 100% of students having access to standards aligned curriculum and materials. (Williams Report and FIT Reports) **Baseline** In 2016-2017, 100% of students have access to standards aligned curriculum and materials.(Williams Report).	
Metric/Indicator Maintain 100% of facilities have a good or higher rating with minimal deficiencies. (Williams Report and FIT Reports) (Facilities in good repair) **19-20** Maintain 100% of facilities have a good or higher rating with minimal deficiencies. (Williams Report and FIT Reports) **Baseline** In 2015-2016, 94.44% of facilities have a good or higher rating with minimal deficiencies. (FIT Report)	In 2019-2020, 94.4 % of facilities have a good or higher rating with minimal deficiencies. That is an increase of 1.1% from the previous year. In 2020-2021, 96.44 % of facilities have a good or higher rating with minimal deficiencies. That is an increase of 2%.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Maintain 100% of teachers appropriately assigned and credentialed.	1000-1999: Certificated Personnel Salaries LCFF $7,351,518 3000-3999: Employee Benefits LCFF $1,659,238 1000-1999: Certificated Personnel Salaries Special Education $1,598,479 3000-3999: Employee Benefits Special Education $360,776	1000-1999: Certificated Personnel Salaries LCFF $7,911,773.42 3000-3999: Employee Benefits LCFF $1,704,196 1000-1999: Certificated Personnel Salaries Special Education $1,511,682.99 3000-3999: Employee Benefits Special Education $325,616

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Mental Health 1000-1999: Certificated Personnel Salaries Special Education $55,020.55 Mental Health 3000-3999: Employee Benefits Special Education $17,606.21
2.2 Maintain 100% of students having access to standards aligned curriculum and materials.	4000-4999: Books And Supplies LCFF $20,000	4000-4999: Books And Supplies LCFF $20,000
2.3 Continuance of Deferred Maintenance Program.	2000-2999: Classified Personnel Salaries LCFF $314,311 3000-3999: Employee Benefits LCFF $118,757 4000-4999: Books And Supplies LCFF $298,308 5000-5999: Services And Other Operating Expenditures LCFF $273,200	2000-2999: Classified Personnel Salaries LCFF $393,718.57 3000-3999: Employee Benefits LCFF $147,239.18 4000-4999: Books And Supplies LCFF $172,329.46 5000-5999: Services And Other Operating Expenditures LCFF $260,122.05
2.4 Continue part time custodial services to enhance student health and safety.	2000-2999: Classified Personnel Salaries Supplemental and Concentration $45,094 3000-3999: Employee Benefits Supplemental and Concentration $11,162	2000-2999: Classified Personnel Salaries Supplemental and Concentration $47,813.04 3000-3999: Employee Benefits Supplemental and Concentration $10,583.16

Goal Analysis

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

All funding for these actions/services were implemented.

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

The successes in relation to teachers being fully credentialed and assigned appropriately are attributed to the overall organization and attention to detail by our Personnel faculty at the district level. The ability to recruit candidates that possess the correct credentialing for open positions contributes to our continued 100% rating in this area. The challenges that we face in this area, are at times, having a lengthier job recruiting time frame than anticipated. 100% of our students continue to have standards aligned to curriculum and materials. The successes in relation to this achievement are attributed to having knowledgeable faculty reviewing and piloting state recommended programs with a committee that gathers input and feedback from all grade level stakeholders. The ability to ensure appropriate materials are selected for recommendation to the School Board ensures that all students receive access to aligned materials. A challenge can be working through that process in a timely manner. Maintaining facilities in good order has been a success for quite some time, however, through the pandemic it has been a challenge being fully staffed in the maintenance and or custodial departments.

Goal 3

Students will increase their math achievement as evidenced by an increase the number of 6th grade students competent in Math.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Increase of 5% achievement for all students over 2015-2016 (CAASPP Scores and District Benchmark Assessments) (Performance on standardized tests) **19-20** Increase of 5% achievement for all students over baseline (CAASPP scores and District Benchmark Assessments).	Increase of 5% achievement for all students over 2015-2016 (CAASPP Scores and District Benchmark Assessments) The goal was not met for math. For the 2019-2020 school year there is not metric to report due to Covid 19. Overall for the 2020-2021 SBAC math ICA, 18% of students met or exceeded standards. That is a decrease of 23% from the 2018-2019 school year. For the 2019-2020 school year there is not metric to report due to Covid 19.Overall in 2020-2021 SBAC math ICA for 6th grade, 18% met or exceeded standards. This is a 2% increase in achievement over the 2018-2019 school year for the 6th grade, but not a 5% gain in achievement. There were no additional comparable scores to the local assessments since these scores were our local assessments for 2020-2021. For the 2019-2020 school year there is not metric to report due to Covid 19. There are no claim scores comparisons due to the lack of comparable information from previous years.

Expected	Actual
Baseline Increase of 5% achievement for all students over baseline (Preliminary CAASPP Scores and District Benchmark Assessments). This goal was not met for the over all Math on the SBAC. This goal was not met for math SBAC, but there was growth, a 2% increase on the SBAC of students in the meet or exceed standards. On the claim of concepts and procedures students scored 42% near/at/above grade level. On the claim of concepts and procedures that is an increase by 1% near/at/above grade level. Overall in 2016-2017 Preliminary Math SBAC Assessment for 6th grade, 20% percent of our students met or exceeded standard. That is an increase in 1% of our students met or exceeded standard overall. On the claim of concepts and procedures students scored 31% near/at/above grade level. On the claim of concepts and procedures that is decrease by 2% near/at/above grade level. Overall on the 2015-2016 Illuminate Math Blue Benchmark 31.9% percent of our students met or exceeded standard, which is a 22.8% increase over 2015-2016. On the claim of concepts and procedures students scored 36% near/at/above grade level, which is 20.4% increase over 2015-2016.	
Metric/Indicator An increase in performance on district assessments in math. (Other Indicators of student performance in required areas of study.) **19-20**	The end of the year assessments were the local assessments, which were included in the previous information. For the 2019-2020 school year there is not metric to report due to Covid 19. There were no claim scores on the SBAC math ICA like there are on the regular CAASPP assessment.

Expected	Actual
An increase in performance on district assessments in math. **Baseline** Overall on the 2015-2016 Illuminate Math Blue Benchmark 31.9% percent of our students met or exceeded standard, which is a 22.8% increase over 2015-2016. On the claim of concepts and procedures students scored 36% near/at/above grade level, which is 20.4% increase over 2015-2016.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 Continue to refine and administer math assessments to 6th grade students	4000-4999: Books And Supplies Supplemental and Concentration $272	4000-4999: Books And Supplies Supplemental and Concentration $0
3.2 Use student assessment data to determine the focus of on-going professional development in Common Core Mathematical Standards.	Duplicate number included in Goal 1 Action 7 Duplicate number included in Goal 1 Action 7	Duplicate number included in Goal 1 Action 7 Duplicate number included in Goal 1 Action 7
3.3 Continue to use current intervention program and provide support training. (Will be paid out of site funds)	Duplicate # included in Goal 1 Action 13	Duplicate # included in Goal 1 Action 13
3.8 Continue technology training for teachers to facilitate student use of technology when understanding mathematical concepts to create student-centered environments.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $10,000 3000-3999: Employee Benefits Supplemental and Concentration $2,257	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $10,000 3000-3999: Employee Benefits Supplemental and Concentration $2,154
3.4 Maintain literacy coaches at each site to provide professional development for teachers as needed (Math and Science).	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $20,000 3000-3999: Employee Benefits Supplemental and Concentration $4,514	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $20,000.00 3000-3999: Employee Benefits Supplemental and Concentration $4,308

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.5 Maintain hours of Instructional Assistants to provide year-long math intervention support at each site.	Duplicate number included in Goal 1 Action 7 Duplicate number included in Goal 1 Action 7	Duplicate number included in Goal 1 Action 7 Duplicate number included in Goal 1 Action 7
3.6 Maintain Math TOA	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $98,126 3000-3999: Employee Benefits Supplemental and Concentration $31,778 4000-4999: Books And Supplies Supplemental and Concentration $1,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $1,500	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $100,446 3000-3999: Employee Benefits Supplemental and Concentration $36,687.60 4000-4999: Books And Supplies Supplemental and Concentration $775.74 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $675
3.7 Ensure all students actively participate in STEAM lessons through thinking, creating, analyzing, and DOK 3/4 3.8 Continue technology training for teachers to facilitate student use of technology when understanding mathematical concepts to create student-centered environments.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $10,000 3000-3999: Employee Benefits Supplemental and Concentration $2,257	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $10,000 3000-3999: Employee Benefits Supplemental and Concentration $2,154

Goal Analysis

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

All funding for these actions/services were implemented.

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

The pandemic was a challenge for all, which included parents, staff, and administration. The overall math achievement dropped significantly in math, but increased slightly for the 6th grade.

Goal 4

Increase opportunities for intervention/enrichment services, maintain or increase student access and participation in electives, clubs and/or sports.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Increase opportunities for intervention/enrichment services, maintain or increase student access and participation in electives, clubs and/or sports. (AERIES Attendance Report and Master Schedule **19-20** Maintain opportunities for intervention/enrichment services, and participation in electives, clubs and/or sports (AERIES Attendance Report and Master Schedule) Cucamonga School District wants to see a decrease in the following: Reduce Chronic absentee count in Cucamonga by 0.005% of the total district population. Maintain a 0% Middle School Dropout Rate for the 2018 - 2019 school year.	There were many intervention and enrichment services provided for the 2019-2020 school year. The intervention services to our elementary school sites was provided within the school an through an after school program. At Cucamonga Elementary School 39% of the students received intervention services. At Los Amigos Elementary School 32% of the students received intervention services. At THE ONTARIO CENTER SCHOOL 25% of the students received intervention services. The enrichment services provided above and beyond accelerated learning opportunities within the general education elementary school setting was provided through an after school model. At Cucamonga Elementary 29% of students participated in enrichment. At Los Amigos Elementary 8% of the students participated. At THE ONTARIO CENTER SCHOOL 14% of the students participated. At Rancho Cucamonga Middle School 67% of students participated in intervention opportunities and 38% of students participated in enrichment opportunities For the 2020-2021 school year interventions and enrichment were not met due to the constraints of distance learning and not be afforded the opportunity to provide after school opportunities.

Expected	Actual
Baseline Opportunities for intervention/enrichment services will be increased. (AERIES Attendance Report and Master Schedule). This goal was met for participation, but not chronically absent. The middle school increased the number of student in enrichment to 98% for a total of 736 students in 2016-2017. That is in an increase in number by 58 students and by 11% overall. The middle school has 63% of their students in intervention, which is a total of 473 students. This occurred due to the implementation of the 7 period day, which provided more support for students than in the past. The middle school's increased the number of students in intervention by 391 total students. A total of 488 of our students at the elementary school participated in intervention programs, which represents about 29% of our students at the elementary schools for 2016-2017 That is a decrease in number by 161 students and percentage by 8%. A total of 766 of our students at the elementary school participated in our after school enrichment programs, which represents about 45% of our students at the elementary schools for 2016-2017. That is an increase in number by 146 students and percentage by 10%.	However, intervention did continue within the distance learning instructional school day virutally. At Cucamonga Elementary School 14% of students received intervention. At Los Amigos Elementary School 19% of students received intervention. At THE ONTARIO CENTER SCHOOL 18% of students received intervention. At Rancho Cucamonga Middle school 20% of students received intervention. For the 2019-2020 school year the chronic absentee rate was 9.6% which was a decline of .7% from the previous year. This goal was met. For the 2019-2020 school year the middle school drop out rate was maintained at 0%. This goal was met.
Metric/Indicator 100% of students are in required curriculum (Student access and enrollment in all required areas of study)	100% of students are in required curriculum.

Expected	Actual
19-20 100% of students are in required curriculum **Baseline** 100% of students are in required curriculum. CSD wants to maintain that level every year.	
Metric/Indicator CSD wants to lower the chronic absenteeism rate every year. (Chronic absenteeism rates) **19-20** CSD wants to lower the chronic absenteeism rate every year. **Baseline** A total of 236 students or 9.5% of the total student population were chronically absent in 2014-2015. A total of 185 students or 7.3% of the total student population were chronically absent in 2015-2016. That is an increase of 51 students and 2.2% increase overall.	A total of 7% of students were chronically absent in the 2020-2021 school year. A total of 16% of students were chronically absent in the 2020-2021 school year. That is an increase of 9% overall.
Metric/Indicator CSD wants no student dropouts at the middle school level. (Middle School Dropout Rate) **19-20** CSD wants no student dropouts at the middle school level. **Baseline** The percentage of middle school dropouts in 2016-2017 was 0%	We have no current data on the middle school drop out rate.
Metric/Indicator CSD wants to increase the attendance rate yearly. (School Attendance Rates)	The previous attendance rate in 2019-2020 was 95.3%. There was not a calculated rate for 2020-2021 school year. That is a very slight decrease from the 2018-2019 school year of .4%.

Expected	Actual
19-20 CSD wants to increase the attendance rate yearly. **Baseline** In 2016-2017 the Actual Attendance Rate was 95.40%	This goal was not met.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.1 Continue implementation of intervention/enrichment programs	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $236,660 3000-3999: Employee Benefits Supplemental and Concentration $74,368 4000-4999: Books And Supplies Supplemental and Concentration $16,000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $244,118.59 3000-3999: Employee Benefits Supplemental and Concentration $83,180.95 4000-4999: Books And Supplies Supplemental and Concentration $13,640.01 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $421
4.2 Maintain personnel, time and increased course offerings for students electives.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $73,010 2000-2999: Classified Personnel Salaries Supplemental and Concentration $300 3000-3999: Employee Benefits Supplemental and Concentration $18,194	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $79,365.85 2000-2999: Classified Personnel Salaries Supplemental and Concentration $34.45 3000-3999: Employee Benefits Supplemental and Concentration $17,176.73

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.3 Maintain and continue to increase sports, electives, and clubs both during and outside of the school day in order to address the needs of the whole child.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $31,500 3000-3999: Employee Benefits Supplemental and Concentration $7,110 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $17,200	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $21,000 3000-3999: Employee Benefits Supplemental and Concentration $4,344.29 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $2,266.20
4.4 Material cost for 7th period at the Middle School.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $20,000	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $20,000.00
4.5 Continue use of flexible scheduling to allow students to access electives, sports, and clubs	No additional cost associated with this service.	No additional cost associated with this service.
4.6 Continue and maintain summer school program.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $14,214 3000-3999: Employee Benefits Supplemental and Concentration $3,208 4000-4999: Books And Supplies Supplemental and Concentration $700 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $58,500	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $10,340.00 3000-3999: Employee Benefits Supplemental and Concentration $2,227.23 4000-4999: Books And Supplies Supplemental and Concentration $1,100.26 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $1,108.75

Goal Analysis

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

The pandemic created numerous challenges to our afterschool programs. There were funds for afterschool services that were not spent due to the pandemic. In the following years we will increase the funding to allow extra student after school activities.

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

CSD was successful in the ability to provide numerous students the interventions that were identified as needed to students. In addition, we are proud that we were able to seamlessly transition the intervention services to students during distance learning so that the services continued and were uninterrupted.
The pandemic created numerous challenges to our afterschool programs. Our education partner ThinkTogether ran an online after school program for the year, but at a very limited capacity. And, due to the COVD - 19 school closures we were unable to continue in person enrichment opportunities after school.

Goal 5

Decrease the number of student referrals, suspension, and expulsions.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Reduce number of student referrals, suspensions, and expulsions by 2% over previous school year (AERIES - Suspension and Expulsion Reports) (Student suspension rates) **19-20** Reduce number of student referrals, suspensions, and expulsions by 2% over 2018 - 2019 (AERIES - Suspension and Expulsion Reports)	This goal was met for the 2020-2021 school year. There were no suspensions or expulsions for the 2020-2021 school year. This goal was measured for the months of July through February only for the 2019-2020 school due to Covid 19 closure. The suspension rate was 3% and the expulsion rate was .2%. Base off in person instruction only, this goal was met.

Expected	Actual
Baseline Reduce number of student referrals, suspensions, and expulsions by 2% over baseline (AERIES – Suspension and Expulsion Reports) This goal was met for student referrals, but not for suspensions and expulsions. There were 1489 student referrals in 2016-2017. There were 1720 student discipline reports in 2015-2016. That is a decrease of 231 referrals or 13% for the 2016-2017 school year. The 106 students were suspended increased by 29 students in 2016-2017 over the previous year. In the 2016 - 2017 school year CSD had 165 suspensions for a total of 336 days. The total number of suspensions increased by 55 incidents and overall by 33%. The number of suspension days increased by 33% or 111 days.	
Metric/Indicator The district will use the CHKS biannually to measure school climate. CSD wants to see an increase in the percentage of students feeling safe at school at the elementary and middle school settings. (Other Local Measures) **19-20** CSD wants to see an increase in the percentage of students feeling safe at school at the elementary and middle school settings. **Baseline**	In the 2019-2020 school year 70% of students felt safe at school. That is a 1% improvement over 2017-2018.

Expected	Actual
In 2015-2016 82% students felt safe at school.	
Metric/Indicator CSD will reduce the number of expulsions each year. (Student expulsion rates) **19-20** CSD will reduce the number of expulsions each year. **Baseline** CSD had 2 expulsions in 2016-2017. That is an increase of 1 expulsion	We had no expulsions in 2020-2021. We had no expulsions in 2019-2020.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5.1 Continue and maintain access to health care providers, counselors, social service liaisons, community resources. All staff should be made aware of community services available. Counseling services will also be increased.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $95,696 2000-2999: Classified Personnel Salaries Supplemental and Concentration $89,136 3000-3999: Employee Benefits Supplemental and Concentration $38,579 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $0 5000-5999: Services And Other Operating Expenditures LEA Medical $73,500 5700-5799: Transfers Of Direct Costs Title IV $40,000	0001-0999: Unrestricted: Locally Defined Supplemental and Concentration $97,828.00 2000-2999: Classified Personnel Salaries Supplemental and Concentration $101,702.43 3000-3999: Employee Benefits Supplemental and Concentration $43,743.70 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $0 5000-5999: Services And Other Operating Expenditures LEA Medical $73,500 5700-5799: Transfers Of Direct Costs Title IV $40,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5.3 Continue implementation of a district and school-wide behavior support system that includes ongoing digital citizenship for the twenty-first century including staff development cost for the system and safety. Additional classified support for RCD In-School Solution program in PBIS framework and additional counseling time. PBIS coaching stipend added.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $50,000 2000-2999: Classified Personnel Salaries Supplemental and Concentration $25,382 3000-3999: Employee Benefits Supplemental and Concentration $16,617 2000-2999: Classified Personnel Salaries Title I $69,286 3000-3999: Employee Benefits Title I $10,939	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $34,479.29 2000-2999: Classified Personnel Salaries Supplemental and Concentration $28,533.19 3000-3999: Employee Benefits Supplemental and Concentration $12,869.73 2000-2999: Classified Personnel Salaries Title I $71,560.42 3000-3999: Employee Benefits Title I $6,805.47
5.5 Maintain school psychologist	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $101,644 3000-3999: Employee Benefits Supplemental and Concentration $30,724	1000-1999: Certificated Personnel Salaries Supplemental and Concentration $103,930.00 3000-3999: Employee Benefits Supplemental and Concentration $33,895.46
5.6 Provide professional development focused on increasing student social capital and equity for all students.1.15 Implement strategies learned in professional development regarding cultural literacy, poverty, homeless and foster youth.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $28,100	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $15,900.00

Goal Analysis

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

The PBIS and ISS (RCD - Give Em Five) programs continued to run and transitioned from in person to virtual delivery.

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

There were far less discipline infractions that were part of in person instruction. More emphasis was put to improving engagement from students virtually. A success noted would be a marked decrease in student suspensions and expulsions. However, that success does come from having students on distance learning, which is the challenge in actually collecting data to report out.

Goal 6

Increase Parent Participation.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Increase parent participation by 5% over baseline(Sign-In Sheets, Surveys, Parent Count, and Online Communication) (Promotion of parent participation) **19-20** Increase parent participation by 5% over baseline (Parent Count) **Baseline** Increase parent participation by 5% over baseline(Sign-In Sheets). This goal was met and exceeded. in CSD, 45 parents attended the LCAP parent input session on January 2017, which is an 11% increase. 63 participants responded to the online survey about the LCAP, which is 22% increase.	This goal was not met. We transitioned the in-person parent forums to school sites. There were far fewer respondents to the LCAP survey than in the past. A total of 115 parents returned surveys in 2020-2021 for the LCAP. Our new ThoughtExchange survey had 483 parents participate and had 8160 ratings of ideas from parents in the community. Though the participation was down the responses were more authentic in the ratings of ideas that came from the community. For the 2019-2020 school year parent engagement survey had a total of 933 responses. This goal was met.
Metric/Indicator	Our new ThoughtExchange survey had 483 parents participate and had 8160 ratings of ideas from parents in the community.

Expected	Actual
Staff including parent liaisons use multiple methods of communication to increase parent input. (Efforts to seek parent input) **19-20** CSD wants to expand efforts yearly to increase parent input. **Baseline** In CSD, 45 parents attended the LCAP parent input session on January 2017, which is an 11% increase. 63 participants responded to the online survey about the LCAP, which is 22% increase.	Though the participation input was more authentic in the ratings of ideas that came from the community. It was accessible in multiple platforms and languages. This was our first year to receive feedback in multiple dialects of Chinese.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
6.1 Through Site Parent liaisons:Continue to increase two way communication	2000-2999: Classified Personnel Salaries Supplemental and Concentration $43,199 3000-3999: Employee Benefits Supplemental and Concentration $5,983	2000-2999: Classified Personnel Salaries Supplemental and Concentration $48,132.32 3000-3999: Employee Benefits Supplemental and Concentration $6,338.21
6.2 Maintain parent classes and community resources based on parent needs.	4000-4999: Books And Supplies Title I $7,628 2000-2999: Classified Personnel Salaries Supplemental and Concentration $1,000 3000-3999: Employee Benefits Supplemental and Concentration $82	4000-4999: Books And Supplies Title I $224.36 2000-2999: Classified Personnel Salaries Supplemental and Concentration $0 3000-3999: Employee Benefits Supplemental and Concentration $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies Supplemental and Concentration $1,000	4000-4999: Books And Supplies Supplemental and Concentration $0
6.3 Maintain parent centers at sites to increase two way communication by researching utilizing methods/ systems to allow parents to respond back to an incoming message (i.e. texts, phone calls, emails and/ or flyers).	4000-4999: Books And Supplies Supplemental and Concentration $4,800	4000-4999: Books And Supplies Supplemental and Concentration $1,431.21 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $532.45
6.4 Maintain updated school and District website information and communication to parents. 6.5 Contribute information and communication to parents for school and District website. 6.6 Continue to increase communication with the unduplicated populations	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $11,050	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $1,562.40

Goal Analysis

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

Parent liaisons continued to work with the community, but the constraints from COVID-19 changed the way participation occurred.

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

A success in this area is our partnership between Foothill Assistance League and the parent liaisons was outstanding. We had two large food drives that were able to help our neediest families in our community. A challenge during this time was the constrictions the COVID - 19 school closures placed on us due to practicing and following social distancing, protocols, and closures.

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
Purchase Acellus Program for Instruction, principally directed to the unduplicated population.	$80,000	$73,600	Yes
Purchase Panorama Program for Instruction, principally directed to the unduplicated population.	$27,250.00	$27,250	Yes

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.

The Acellus program did not work as well as advertised and we needed to supplement the program with different types of software and tools.

Analysis of In-Person Instructional Offerings

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

In person instruction was not provided to the students during the 2019 - 2020 school year. CSD was able to return some students back to in person instruction by April 19th in grades K-6. The vast majority remained in distance learning for the 2020-2021 school year.
The students that attended school in person from April 19th through May 21, 2020 were on a hybrid model of instruction. Students attended track A or track B. Each track was in person two days per week, with the other three days remaining distance learning. The successes of the hybrid in person instruction were increased instructional minutes for the students; including increased services for interventions and enrichment opportunities. The challenge was on the distance learning days, teacher availability was limited.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase Illuminate LMS for grades K-8, principally directed to the unduplicated population.	$10,975	$10,975.50	Yes
Purchase WeVideo for Grades TK-8, principally directed to the unduplicated population.	$6,335	$6,334	No
Purchase Nearpod for Grades TK-8, principally directed to the unduplicated population.	$29,499	$35,999	Yes
Purchase devices for student use at home during distance learning, principally directed to the unduplicated population.	$803,050	$994,389.02	Yes
Purchase 200 hot spots for student use at home during distance learning, principally directed to the unduplicated population.	$12,078	$17,238.98	Yes
Maintain monthly subscription of hotspots for student use during distance learning ($380 for10 months x 75)	$57,364	$77,841.51	Yes
Provide curriculum for new district homeschool program, Acellus, principally directed to the unduplicated population.	$80,000	$73,600	Yes
UVC Cleaning Cabinets for technology equipment	$26,800	$29,172	No

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.

The number of hot spots distributed was 154 units. We purchased 200 for the community and anticipated a higher need. The district home school program became our distance learning program throughout the year. The substantive difference between the planned actions and the expenditures was due to the need of sending devices home to all students, including the costs of hotspots and connectivity.

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.

One of the unforeseen issues was connectivity for students with WiFi in their homes during distance learning. Many shared that they were unable to access lessons or assessments well due to wireless issues in their home. This is a separate issue from the hot spots that were distributed. We implemented some training and a website to support parents in this process, which included how to use a speed checker for their wireless network. A contributing factor to success in continuity of instruction was the ability to provide continued professional development for our teaching faculty, as well as, our instructional aide faculty. Instructional strategies and practices that incorporated content with technology were an are of focus. A challenge in continuity of instruction was a decrease in instructional minutes from traditional on site instruction. A success in Students having access to devices and connectivity was a strength for CSD as one to one devices was implemented prior to school closures. Any student/family that needed access/connectivity was provided a hotspot. The challenge was the distribution of devices to the entire student population, as well as, identifying the students in need of hotspots in order to not lose instructional minutes. A success with pupil participation and progress was the fact that all our students had devices to participate. In addition the daily record keeping required through SB 98 provided the tracking of progress. A challenge that contributed to this was when students only participated a portion of the day and not all required online sessions. We were extremely successful in continuing all professional development opportunities for our faculty. The professional development was simply moved to zoom sessions. And, the participation rate in professional development offerings was higher than in person. A challenge in providing professional development in this manner was a reduced time for our sessions and the inability to allow for in person collaboration time and planning for our faculty. Staff roles and responsibilities were clearly described within the context of SB98 for distance learning which ensured successful implementation of expectations. The challenge was implementing the guidelines across the board in the timeframe required. CSD continued to provide services to pupils with unique needs, including English Learners, pupils with exceptional needs, pupils in foster care, and pupil experiencing homelessness as all services simply transferred from on site to virtual. The challenge was quickly ensuring that the students received the technological devices required and hotspot in order participate in sessions/services that transferred to distance learning.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase English 3D materials, principally directed to the unduplicated population.	$842	$1,500	Yes
Purchase additional online books for Overdrive Library, principally directed to the unduplicated population.	$40,000	$31,124.17	Yes

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 actions were implemented.

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.

A total of 36,215 books were checked out by students in the Cucamonga School District. Title I pivoted to a distance learning model and continued to remediate students. Intervention programs were run with smaller class sizes online than when we run the programs in person. In analyzing pupil learning loss a success was all faculty are well trained in using data to drive our instructional programs. The built in structured teacher planning time meetings and grade level collaboration meetings contributed to teachers using informal measures as the challenge was no State measures were available to utilize for the beginning of the school year.

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.

This year was our first year using the Panorama system to monitor social emotional well being and mental health of students. A total of 1,275 surveys were given to students in grades 3-8. Almost the entire middle school was able to participate, 680 total surveys. Our strength area was student self management and challenges included emotional regulation and self efficacy. We are thrilled that we will have the ability to monitor and improve support to our students through this tool.

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.

The lack of being able to allow parents on campus was a challenge. However, the ability to teleconference with parents in this environment actually improved some parent teacher communication for things such as parent conferences. We will continue the teleconference option for our parents in the following year. We had 99% parent participation rate which was a huge success. The challenge was that rate was for those students participating within distance learning. The strategies implemented in outreach including following our protocols of phone calls, emails, letters, and home visits.

Analysis of School Nutrition

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

CSD successfully implemented grab and go meals for our students during the 2020-2021 school year. The challenges CSD experienced item/product shortages due to supply and demand chain disruptions. CSD had staffing absences/shortages throughout the school year.
Staffing shortages resulted in the consolidation of meal service sites. There is not available state and or local data, nor feedback from stakeholders on providing grab and go meals. However, CSD does have 72.78% of the student population eligible for free or reduced meals when required to pay for meal services.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program	Purchase devices for student use at home during distance learning	$803,050	$994,389.02	Yes
Distance Learning Program	Purchase 200 hot spots for student use at home during distance learning	$12,078	$17,238.98	Yes
Distance Learning Program	Maintain monthly subscription of hotspots for student use during distance learning ($380 for10 months x 75)	$57,364	$77,841.51	Yes
Distance Learning Program	Provide curriculum for new district homeschool program, Acellus	$80,000	$73,600	Yes
	UVC Cleaning Cabinets for technology equipment	$26,800	$29,172	No

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.

N/A

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.

The unexpected realizations that transpired from implementing in-person and distance learning programs in 2021 informed the development of our goals in the areas of; English Language Arts, Mathematics, Multitiered systems of support, intervention and

enrichment opportunities and parent engagement. All students, including pupils with unique needs will be administered universal screeners to determine learning loss. Our Elementary sites will utilize DIBLES for English Language Arts, and Fastbridge for Mathematics. Our middle school will utilize IReady. Data from the universals screeners will indicate the interventions that will be provided to students according to individual student need. The identification of providing more intervention supports to students allowed the addition of two intervention teachers and two instructional assistants. The multitiered systems of support will be further enhanced through the addition of behavioral specialists and professional development opportunities for all staff. We will offer after school programs to provide additional intervention opportunities outside of the school day, as well as, offer enrichment opportunities. In relation to parent engagement, we learned that providing the ability to meet virtually increased participation to almost 100%. We will continue to offer this option to parents in order to maintain the level of participation seen through distance learning.

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

We will be leveraging the Panorama system to monitor students 3 times a year both academically and social emotionally to monitor learning loss. From there our multitiered systems of supports will be implemented to provide levels of intervention to all students based off need academically, behaviorally, and social emotionally. Our tiered approach to providing intervention will be tracked and monitored, providing appropriate to services to students as identified.

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.

All substantive differences were addressed in the prompts above.

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.

According to the 2019 California State Dashboard the following student groups had learning gaps on the English Language Arts indicator as compared to ALL student group: African American, English Learners, Hispanic, Socially Economically Disadvantaged, Foster youth, Homeless youth, and students with disabilities. Under the Mathematics indicator, as compared to ALL student group, the following students groups had learning gaps; African American, English learners, Hispanic, Socially Economically Disadvantaged, Foster youth, Homeless youth, and students with disabilities. These learning gaps will be directly addressed through the addition of services provided within this LCAP plan. More specifically the addition of the services implemented are listed under each goal.
Goal 1: Students will increase their overall reading skills as evidenced by an increase in their 3rd grade reading level and 6th grade ELA achievement scores.
Continued implementation of model lessons, professional development, technology training, full day TK and kindergarten, librarian services, and increase of thirty minutes to the instructional day.
Goal 2: Cucamonga School District will have teachers appropriately assigned, student access to standards aligned materials and technology, and all facilities in good repair.
All teachers will be appropriately assigned.
Goal 3: Students will increase their math achievement as evidenced by an increase the number of 6th grade students competent in Math.
Ongoing professional development, interventions for students, maintaining teacher coaches and instructional assistants.
Goal 4: Increase opportunities for intervention/enrichment services, maintain or increase student access and participation in electives, clubs and/or sports.
Providing intervention, enrichment, student electives, sports, clubs, and summer school.
Goal 5: Decrease the number of student referrals, suspension, and expulsions.
Providing services through counselors, school psychologists, social services, community resources, Multi tiered Systems of support and Positive Behavior Intervention Supports.
Goal 6: Increase Parent Participation.
Providing services and supports through parent liaisons as well as offering parent education, classes, community resources, and communication through school and district websites.

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.

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.

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.

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.

- 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.

- 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.

- 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.

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

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	18,276,634.00	18,868,269.62
	0.00	0.00
LCFF	10,035,332.00	10,609,378.68
LEA Medical	73,500.00	73,500.00
Special Education	1,959,255.00	1,909,925.75
Special Reserve for Capital Outlay	350,000.00	350,000.00
Supplemental and Concentration	5,288,458.00	5,345,336.94
Title I	421,755.00	417,110.25
Title II	101,500.00	117,189.00
Title IV	46,834.00	45,829.00
	46,834.00	45,829.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	18,276,634.00	18,868,269.62
	0.00	0.00
0001-0999: Unrestricted: Locally Defined	0.00	97,828.00
1000-1999: Certificated Personnel Salaries	11,913,239.00	12,476,373.32
2000-2999: Classified Personnel Salaries	1,363,531.00	1,498,034.10
3000-3999: Employee Benefits	3,285,556.00	3,345,757.54
4000-4999: Books And Supplies	783,203.00	627,530.92
5000-5999: Services And Other Operating Expenditures	618,051.00	510,030.23
5700-5799: Transfers Of Direct Costs	40,000.00	40,000.00
5800: Professional/Consulting Services And Operating Expenditures	273,054.00	272,715.51

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	18,276,634.00	18,868,269.62
		0.00	0.00
0001-0999: Unrestricted: Locally Defined	Supplemental and Concentration	0.00	97,828.00
1000-1999: Certificated Personnel Salaries	LCFF	7,351,518.00	7,911,773.42
1000-1999: Certificated Personnel Salaries	Special Education	1,598,479.00	1,566,703.54
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	2,963,242.00	2,937,901.36
1000-1999: Certificated Personnel Salaries	Title I	0.00	59,995.00
2000-2999: Classified Personnel Salaries	LCFF	314,311.00	393,718.57
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	707,516.00	754,230.11
2000-2999: Classified Personnel Salaries	Title I	341,704.00	350,085.42
3000-3999: Employee Benefits	LCFF	1,777,995.00	1,851,435.18
3000-3999: Employee Benefits	Special Education	360,776.00	343,222.21
3000-3999: Employee Benefits	Supplemental and Concentration	1,074,362.00	1,144,294.68
3000-3999: Employee Benefits	Title I	72,423.00	6,805.47
4000-4999: Books And Supplies	LCFF	318,308.00	192,329.46
4000-4999: Books And Supplies	Special Reserve for Capital Outlay	350,000.00	350,000.00
4000-4999: Books And Supplies	Supplemental and Concentration	107,267.00	84,977.10
4000-4999: Books And Supplies	Title I	7,628.00	224.36
5000-5999: Services And Other Operating Expenditures	LCFF	273,200.00	260,122.05
5000-5999: Services And Other Operating Expenditures	LEA Medical	73,500.00	73,500.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	163,017.00	53,390.18
5000-5999: Services And Other Operating Expenditures	Title II	101,500.00	117,189.00
5000-5999: Services And Other Operating Expenditures	Title IV	6,834.00	5,829.00
5700-5799: Transfers Of Direct Costs	Title IV	40,000.00	40,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	273,054.00	272,715.51
		273,054.00	272,715.51
		273,054.00	272,715.51

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	4,728,778.00	4,880,075.70
Goal 2	12,050,843.00	12,577,700.63
Goal 3	181,704.00	187,200.34
Goal 4	570,964.00	500,324.31
Goal 5	669,603.00	664,747.69
Goal 6	74,742.00	58,220.95

* Totals based on expenditure amounts in goal and annual update sections.

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

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$107,250.00	$100,850.00
Distance Learning Program	$1,026,101.00	$1,245,550.01
Pupil Learning Loss	$40,842.00	$32,624.17
Additional Actions and Plan Requirements	$979,292.00	$1,192,241.51
All Expenditures in Learning Continuity and Attendance Plan	$2,153,485.00	$2,571,265.69

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program	$33,135.00	$35,506.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	$26,800.00	$29,172.00
All Expenditures in Learning Continuity and Attendance Plan	$59,935.00	$64,678.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$107,250.00	$100,850.00
Distance Learning Program	$992,966.00	$1,210,044.01
Pupil Learning Loss	$40,842.00	$32,624.17
Additional Actions and Plan Requirements	$952,492.00	$1,163,069.51
All Expenditures in Learning Continuity and Attendance Plan	$2,093,550.00	$2,506,587.69



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cucamonga School District	Michael Chaix Superintendent	mchaix@cuca.k12.ca.us (909)987-8942

Plan Summary [2021-22]

General Information

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

The Cucamonga School District is located in the western end of San Bernardino County in the city of Rancho Cucamonga and Ontario. As one of four K-8 elementary districts in the city, the students feed into the Chaffey Joint Union High School District. The district has three elementary schools (K-5) and one middle school (6-8) serving a diverse student population of approximately 2,357. The district's ethnicity is composed of 70.1% Hispanic,14% African-American, 8% White, 3.5% Asian, and the remaining 4.4% students identified as American Indian, Pacific Islanders, Filipino, and other groups.

The Cucamonga School District, with an appreciation for diversity, provides a comprehensive education that promotes academic, emotional, and social development,

which enables students to be lifelong learners and realize their full potential as contributing members of society.
“In the Cucamonga School District, student achievement is the focus of the District and everyone is motivated to help all students succeed academically, socially, and economically. A partnership between administration, staff, parents, students and the community allows everyone to share the responsibility and to work together to ensure achievement and success for all students. Our highly qualified staff uses standards, data, and research to continuously improve classroom instruction. Student success is enhanced by an environment where tolerance is promoted and everyone is treated with respect and dignity.”

Reflections: Successes

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

Cucamonga School District prides itself on including input from all stakeholders being a partner within our decision making processes. Input from stakeholders is gathered through various processes including, in person and virtual meetings, surveys, and local data in the absence of state indicators in 2020. CSD had many successes throughout distance learning. CSD maintained a successful focus on continuing our work on providing quality professional development to our faculty. In addition, through distance learning, interventions and enrichment opportunities continued to be in place for students. We also continued all of our work on the development and implementation of Multi-Tiered Systems of Support to ensure, not only the academic, however, the behavior and social emotional success of our students. CAASP and ELPAC results were not available for 2020 due to the suspension of testing by the CDE and State Board of Education. The California Department of Education 2019 dashboard indicated that the following students were two or more levels below all students in the area of chronic absenteeism, English Learners, Students with Disabilities, and African American students. Local measures indicated that in grades 3 through 5 20% of students exceeded or met grade level content in the area of English Language Arts and in area of Mathematics 28% exceeded or met grade level content. In grades 6-8 in the area of English Language Arts 18% of students exceeded or met grade level content and in the area of Mathematics 20% exceeded or met grade level content.

Our professional development model had the ability to sustain itself during the school closures which is attributed to the resources in place to provide services to all faculty. CSD had two teachers on assignment in the areas of Technology and Mathematics. The opportunities to provide support in these areas simply pivoted from on site in person to virtual sessions. At times, we continued to provide the services and support to faculty during the school day through substitute coverage. In the areas of both Technology and Mathematics professional development was provided through content meetings, coaching and modeling, and pushing in for demonstration lessons. At other times we modified the time of meetings and collaboration to virtual. In addition, CSD has built in time for teachers to have structured teacher planning time, as well as, grade level collaboration times. CSD Multi-tiered Systems of Support continued to develop during this time. Under the direction of our Director of Special Education, along with behavior support personnel and instructional aides we continued to provided in school solutions opportunities under the umbrella of Positive Behavior Intervention Supports. Students continue to be supported through either small group support or one on one sessions. These services were simply delivered virtually. The MTSS team also worked on the the

protocols and procedures to enhance the identification of supports needed to individual students by adopting DIBLES and Fastbridge as universal screeners. This along with Panorama allows all areas of need to be identified in order to support individual student needs.

CSD greatest challenge was the implications faced due to the COVID-19 PANDEMIC shutdown effective March 13, 2020 when our county infection rates escalated. All educational services immediately went to distance learning through April 2021 when some students began returning to school sites via a hybrid model of instruction. We are proud of ability CSD had to immediately shift to distance learning. All students were provided with a student device and hotspot if needed. Due to the success of having a Technology teacher on assignment, and site technology coaches our transition to distance was seamless. We also had a seamless transition to the grab and go meal services provided as our Cafeteria faculty is well versed in this are from their experience serving seamless summer meals. Support to students with special needs, English learners, students experiencing homelessness, foster youth, and students struggling with online engagement was provided through small group cohorts, one on one virtual sessions, and even one on one outreach to families. For those students that chose to return to the hybrid model of learning, all protective equipment was made available for faculty and students, temperature checks, weekly wellness surveys, handwashing stations, marking for social distancing and signage were implemented. All services, programs, and objectives included all stakeholders throughout the decision making processes.

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.

As a result of COVID - 19, under legislative mandate the state suspended state testing in the Spring of 2020. As a result, the 2021 California State Dashboard did not report elementary school district indicators, however according to the 2019 California State Dashboard the following student groups had learning gaps on the English Language Arts indicator as compared to ALL student group: African American, English Learners, Hispanic, Socially Economically Disadvantaged, Foster youth, Homeless youth, and students with disabilities. Under the Mathematics indicator, as compared to ALL student group, the following students groups had learning gaps; African American, English learners, Hispanic, Socially Economically Disadvantaged, Foster youth, Homeless youth, and students with disabilities. More specifically in the area of chronic absenteeism the following groups were identified as orange; English Learners, Students with Disabilities, and African American.

The following needs have been identified through a reflective process of analyzing formative and summative local data long with stakeholder surveys and input. These steps will be taken beginning in the 2021-2022 school year as outline in the LCAP and updated through the Annual Update Process.

Student Needs:

Determine academic and social-emotional needs of students using diagnostic assessments and classroom observations
Ensure students have access to standards based, district adopted core materials and resources
Resources and materials to promote equitable access to core instruction
Access to accelerated learning in core subjects
Provide increased access to the general educational program for all students with the addition of two teachers at each school site to reduce class size
Provide quality intervention opportunities through the addition of two intervention teachers at each of our school sites
Provide quality intervention opportunities through the addition of two paraprofessionals at each of our school sites
Provide further intervention opportunities through after school programs
Provide extended learning by the addition of enrichment opportunities after school
Multi-Tiered Systems of Support, including Positive Behavior Intervention Supports, In school solutions, and Restorative Practices
Routines to provide students an adjustment to returning to in person learning and socialization
The implementation of two to one devices for students in grades 3-8 so that student devices are on campus and at home

Teacher and Support Staff needs:

Professional Development in the area of Restorative practices
Professional Development with Eduprotocols
Professional Development on Equity
Professional Development in the are of Multi-tiered Symptoms of Support
Professional Development through coaching
Structured Teacher planning time and grade level collaboration
Support in the implementation of MTSS, PBIS, SEL, and student engagment
Support all staff engagement in the PLC process
Support classified staff capacity
SEL support for staff

Administrator needs:

Professional development on topic identified above for teachers
Professional development in the T3 model
Leadership development and support
Support the implementation of Restorative practices, Eduprotocols, MTSS, PBIS, and SEL
Supports to welcome families and staff in feeling safe to return
Resources to ensure health and safety for all
Unify the school community through clear expectations and supports

Develop extended learning opportunities for students
Support tiered intervention and support for English learners, special education students, and other at promise groups
Maintain safe, clean facilities that are in good repair

Family Needs:

Support the shared decision making process of families to impact student achievement
Identify barriers and work with families to overcome them through supports and services
Assist families to build their capacity to support their child academically and socially emotionally
Promote and inclusive and positive family-friendly school environment
Parent liaisons support services as a partnership to build school community

LCAP Highlights

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

Our collaborative stakeholder investment and input process has created key features in our 2021-2024 LCAP There are a multitude of areas which CSD has identified as being an integral part of supporting students as they achieve the vision of our Portrait of a Graduate. The key components of our Portrait of a Graduate include the four Cs of collaboration, communication, creativity, and critical thinking skills as well as; innovation, problem solving, empathy, initiative and self direction, resilience, social and cross cultural skills, and technology literacy. Our District LCAP utilizes all the information gathered from all the stakeholder investment groups to determine and identify the needs of our students in order to ensure our students, families, community, and staff remained safe while at the same time continued are momentum

moving forward on our commitment to provide a 21st Century Learning opportunity. CSD has come together to shift virtual learning and teaching, expanded social emotional education and mental health support, nutritional and basic needs support, expanded learning opportunities during the summer, in person small hybrid cohorts for students, small group instruction for special education students and English learners, as well as, provided every student with their own technological device.
The Education Services department implements initiatives across school sites to support student success in achieving state academic standards. The continued implementation and addition of services to our professional development model include teachers on assignment in the areas of technology, mathematics, and language arts. In addition, we have site coaches for the following content areas; technology, mathematics, language arts, science, STEM, and PBIS. Through our professional development model teachers receive support in content in which they choose. Under the Educational Services department we added the addition of two intervention teachers and two intervention instructional assistants at each school site to provide further interventions for identified students, allowing for the utilization of small group instruction for all those students identified with learning gaps. In addition after school intervention and enrichment programs will be added to ensure students are afforded extra and extended learning opportunities as needed. Elective, clubs, and sports will be added and offered for all students through after school opportunities. Through the implementation of Multi-tiered System of Supports the following support personnel were added; school psychologist, behavior specialists and assistants and counselors. The implementation of district wide universal screeners and use of Panorama will allow teachers to track and progress monitor student achievement accordingly. Parent engagement and communication will continue to be an area of focus, working through our parent liaisons to provide parents access to communication tools, resources, and parent education/classes offerings. Through our collaborative stakeholder process, under the district LCAP team the following goals were created to align with emerging needs of our students.

- GOAL 1 - Reading - CSD will provide a high-quality comprehensive English Language Arts program focused on reading. 19 Actions/Services
- GOAL 2 - Basic Services: CSD will ensure teachers have the correct credentials, students have access to the core curriculum, and facilities are excellent. 3 Actions/Services
- GOAL 3 - Math: CSD will provide a high-quality comprehensive English Language Arts program focused on California Standards. 9 Actions/Service
- GOAL 4 - Increased Opportunities: CSD will increase intervention, enrichment, electives, clubs, and sports for students. 5 Actions/Services
- GOAL 5 - Increased Safety: CSD will provide a positive and safe environment for students. 6 Actions/Services
- GOAL 6 Parent Engagement: CSD will increase parent involvement and two-way communication. 5 Actions/Services

Actions and Services for each goal above were developed by taking into consideration the themes which emerged through the extensive stakeholder involvement process. In addition, programs and services were prioritized using the most recent 2019 Dashboard Metrics and local metrics utilized.
CAASP and ELPAC results were not available for 2020 due to the suspension of testing by the CDE and State Board of Education. Local measures indicated that in grades 3 through 5 20% of students exceeded or met grade level content in the area of English Language Arts

and in area of Mathematics 28% exceeded or met grade level content. In grades 6-8 in the area of English Language Arts 18% of students exceeded or met grade level content and in the area of Mathematics 20% exceeded or met grade level content. This data indicates that in grades 3 - 5 80% of students are not meeting grade level content in the areas of English Language Arts, for Mathematics 72% of students are not meeting the grade level content. In grades 6-8 in the area of English Language Arts 82% of students did not meet grade level content and in Mathematics 80% did not meet the content.
More specifically,
English Learners were 39.6% below standards compared to all students in English Language Arts and 71.6% below standards compared to all students in Mathematics.
African Americans were26.1% below standards compared to all students in English Language Arts and 61.2% below standards compared to all students in Mathematics.
Low Income students were 28.2% below standards compared to all students in English Language Arts and 63.7% below standards compared to all students in Mathematics.
Foster youth were 40.9% below standards compared to all students in English Language Arts and 92.7% below standards compared to all students in Mathematics.
Students with disabilities were 93.7 below standards compared to all students in English Language Arts and 125.3% below standards compared to all students in Mathematics.

Major themes are highlighted under the LCAP goals, including but not limited to the following;

Parents/Community

Health, Safety, and Wellness
Parent education in the areas of English Language Arts and Mathematics
How to access community resources
Ways to support increased attendance
Consistent Communication tools
Increased intervention and enrichment opportunities
Increased after school programs

Students:

Increasing student tutoring offerings
More hands on experiences for students
Increased sports
Increased after school clubs in the areas of English Language Arts, Mathematics, Debate, Technology, Cooking, and Baking
Increased fundraisers for the Student Body
Rewards and incentives for students
Increased school events such as family nights

School Board:

Parent Education in the areas of Mathematics and Technology
Access and renewal of clubs and sports
Safe, healthy environment that provides a clean campus with protective equipment and protocols
Support for teachers
Advance notice of return to school
Class size reduction
Increased interventions

District Administration:

After school interventions
Summer School
Increased TITLE I support
Increasing reading material options for students
Safe and healthy environments
Enrichment opportunities
After school sports
PBIS and In School Solution support
Responsibility Centered Discipline
Increase parent resources
Provide student device access for students at home
Increase participation in ELAC
Form an AAPAC

Site Principals:

Increase teaching staff to reduce class size
After school programs for enrichment and intervention
Increase TITLE I intervention supports
Additional support in health office
Health, Safety, and Wellness support
Add a STEM teacher

Certificated Staff:
Identification of all student needs
Increased TITLE I services
Additional intervention supports
Intervention teacher at the middle school
Orton Gillingham training

Support in writing curriculum
Increased instructional aide support
Parent nights
Math intervention teacher
Mystery Science
On site field trips
Increase student clubs such as: academic, history, science, chess, and debate
Before and after school sports
Increase after school enrichment opportunities
Increase parent groups on campuses such as All Pro Dads
Full time Assistant Principals at the Elementary level
Addition of Counselors
Cultural Celebrations

Classified Staff:

Parent support in the area of technology
Expanded reading selections for students
1:1 support for students when needed
Increased engagement for students
Increased enrichment opportunities
Increased sports programs
Parent education
Increased support for in school solutions
More counseling services

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.

No schools were identified in the 2020-21 school year.

Support for Identified Schools

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

No schools were identified in the 2020-21 school year.

Monitoring and Evaluating Effectiveness

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

No schools were identified in the 2020-21 school year.

Stakeholder Engagement

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

The Cucamonga School District has implemented a process of including all stakeholders within the decision making processes that contributes to the final LCAP. The stakeholder groups that are involved within the process are; students, parents and families, the community, classified staff, certificated staff, and administrators. Outreach was conducted through a variety of platforms and public communication methods, such as emails, websites, social media, videos, surveys, focus groups, parent advisory groups, and public hearings. Due to the county and state health guidelines, all surveys and stakeholder involvement meetings from March 2020 through June 2021 were conducted virtually and through electronic surveys. The return to school plan included involvement on Instruction, Facilities, School Operations, Governance, Technology, and Wellness. Return to School took place in April 2021 in a three week phase in model. Return to school was implemented for all TK through 6th grade students in a hybrid model of instruction with an A and B track of attending school in person two days per week, with the other days continuing to be virtual.

Throughout the year, additional input from all stakeholder groups was considered in prioritizing the needs of our programs and services for students. The following stakeholder input activity meetings occurred with the following groups to inform the LCAP and the District's Action Plan Development.
District Administration
School Board of Trustees
Prinipals
Certificated Staff
Classified Staff
Students
Parents/Families
West End Selpa
Cucamonga Elementary School site council
Los Amigos Elementary School site council
THE ONTARIO CENTER SCHOOL site council
Rancho Cucamonga Middle School site council

CSD District Advisory Council and English Learner District Advisory Council met on May 11, 2021, where the local control and accountability plan was presented to the committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1) as appropriate. in addition, members of the public were given the opporutnity to comment regarding specific actions and expenditures proposed to be included in the local accountability plan in accordance with Education Code 52062(a)(3) or 52068(a)(3) as appropriate. In addition the local control accountability plan was adopted in a public meeting according to Education Code section 52062 (b)(2) or 52068(b)(2) as appropriate.

A summary of the feedback provided by specific stakeholder groups.

Through this process of meeting with all stakeholders and conducting surveys, the most highly rated ideas were identified. Key themes from all stakeholder input, during 2020-2021 was collected and prioritized from all groups. The following input from the different stakeholders is as follows:

Parents: (English Language Advisory Committees and School Site Councils)

Health, Safety, and Wellness
Parent education in the areas of English Language Arts and Mathmatics
How to access community resources
Ways to support increased attendance
Consistent Communication tools
Increased intervention and enrichment opportunties
Increased after school programs

Students:

Increasing student tutoring offerings
More hands on experiences for students
Increased sports
Increased after school clubs in the areas of English Language Arts, Mathematics, Debate, Technology, Cooking, and Baking
Increased fundraisers for the Student Body
Rewards and incentives for students
Increased school events such as family nights

School Board:
Parent Education in the areas of Mathematics and Technology
Access and renewal of clubs and sports
Safe, healthy environment that provides a clean campus with protective equipment and protocols
Support for teachers
Advance notice of return to school
Class size reduction
Increased interventions

District Administration:

After school interventions
Summer School
Increased TITLE I support

Increasing reading material options for students
Safe and healthy environments
Enrichment opportunities
After school sports
PBIS and In School Solution support
Responsibility Centered Discipline
Increase parent resources
Provide student device access for students at home
Increase participation in ELAC
Forman AAPAC

Site Principals:

Increase teaching staff to reduce class size
After school programs for enrichment and intervention
Increase TITLE I intervention supports
Additional support in health office
Health, Safety, and Wellness support
Add a STEM teacher

Certificated Staff:
Identification of all student needs
Increased TITLE I services
Additional intervention supports
Intervention teacher at the middle school
Orton Gillingham training
Support in writing curriculum
Increased instructional aide support
Parent nights
Math intervention teacher
Mystery Science
On site field trips
Increase student clubs such as: academic, history, science, chess, and debate
Before and after school sports
Increase after school enrichment opportunities
Increase parent groups on campuses such as All Pro Dads
Full time Assistant Principals at the Elementary level
Addition of Counselors
Cultural Celebrations

Classified Staff:

Parent support in the area of technology
Expanded reading selections for students
1:1 support for students when needed
Increased engagement for students
Increased enrichment opportunities
Increased sports programs
Parent education
Increased support for in school solutions
More counseling services

West End SELPA
Multi-tiered symptoms of support
Increased opportunities for intervention and enrichment
Increased sports programs, electives, and clubs
More counseling services to provide social skills works
Restorative practices training
Increased parent involvement

These themes were collected, analyzed, and embedded into the LCAP goals, actions, and services to address the base programs unduplicated pupil needs.

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

Input from stakeholders during the 2020-2021 school year will be reflected in the 2021-2024 LCAP. The LCAP consultations included both appreciative and suggested feedback from parents, students, community, administrators, teachers, other staff and bargaining units to inform programs and services for students, families and the community. Based on the LCAP input process, stakeholders have continued to express a need to maintain and increase the level of interventions provided to students, maintain a focus on safety, and recruit and maintain quality staffing. Stakeholder feedback demonstrated that the District should enhance its efforts around the themes related to the goals as follows and are actions within the 2021-24 LCAP.

The addition of two teachers at each school site for a total of eight teaches district wide to reduce class size
The addition of two intervention teachers at each school for a total of eight intervention teachers to support English Language Arts and Mathematics interventions instruction
The addition of two instructional aides at each school for a total of eight instructional aides to support English Language Arts and Mathematics interventions instruction
The addition of an English Language Arts teacher on assignment

Increased professional development in the area of MTSS, PBIS and SEL
Increase counselor support services
Increase behavior specialist services
After school intervention programs
After school enrichment opportunities
After school clubs and sports
Maintain safety, health and wellness
Expanded summer school opportunities
Expand resources available to parents
Offer Parent education opportunities

Goals and Actions

Goal

Goal #	Description
1	Students will increase their overall reading skills as evidenced by an increase in their 3rd grade reading level and 6th grade ELA achievement scores.

An explanation of why the LEA has developed this goal.

Cucamonga School district created this goal to align with stakeholder feedback, adherence to state goals, and alignment with the COE's milestones. Research indicates that students that are able to read by third grade are better equipped for academic and career success. The 6th grade ELA achievement score is in alignment with the COE's milestone. These actions of third and sixth grade grouped together provide the feedback and data required to ensure that the continuum of services provided are in place to achieve the goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Achievement scores for 3rd grade including reading claim and 6th grade overall achievement scores. (Performance of Standardized Tests)	Overall in 2018-2019 on the Preliminary SBAC assessment for 3rd grade, 41% percent of our students met or exceeded standard. On the claim of reading students scored 66% near/at/above grade level. Overall in 2018-2019 ELA Preliminary SBAC Assessment for 6th grade, 30% percent of our students met or exceeded standard.				Overall in 2023–24 on the Preliminary SBAC assessment for 3rd grade, 56% percent of our students met or exceeded standard. On the claim of reading students scored 81% near/at/above grade level. Overall in 2023–24 ELA Preliminary SBAC Assessment for 6th grade, 45% percent of our students met or exceeded standard. On the claim of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	On the claim of reading students scored 57% near/at/above grade level.				reading students scored 72% near/at/above grade level.
Our goal is to meet the annual target as set by the state and federal government. (Share of ELs that became English Proficient)	In 2018-2019 55.5% of students made progress towards English proficiency on the ELPAC assessment.				In 2023–24, 31% CSD students scored proficient on the ELPAC assessment
Our annual reclassification goal is 5% (EL Reclassification Rate)	In 2020-2021 CSD reclassified 4% of students. Our annual goal is 5%.				In 2023-2024 CSD will reclassify 15% of students cumulatively. Our annual goal is 5%.
Increase the percentage of teaching staff attending PD in CCSS, including ELA/ELD Framework. (Implementation of CCSS for all students, including EL)	The 2018-2019 professional development logs showed 55 different training opportunities for a variety of grade levels in ELA. Out of those opportunities 77% of teachers and 29% of classified instructional				The 2023-2024 professional development logs showed 70 different training opportunities for a variety of grade levels in ELA. Out of those opportunities 92% of teachers and 44% of classified instructional

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	aides attended the training offered.				aides attended the training offered.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development - Technology	1.1 The Educational Services department will Continue Implementation of model lessons in all subjects embedding technology, literacy, and depth of knowledge levels 3 and 4 and will be support all teachers within their content area and pedagogical practices, principally directed to meet the needs of our English Learner, Foster Youth, and Low income unduplicated students.	$38,757.00	Yes
2	Professional development - Technology	1.2 The Educational Services department will continue technology training for all staff and parents to enhance learning in reading, strategies in diverse texts, and multimedia. Use of technology-based programs to differentiate language and literacy lessons based on individuals skill levels will be implemented to principally directed to impact the growth of our English Learner, Foster Youth, and Low income unduplicated students.	$12,000.00	Yes
3	Professional development - ELA	1.3 Under the direction of the Educational Services department teachers and support staff will continue to collaboration to create a balanced reading program with incentives, technology, and diverse texts to promote self-motivated reading that is principally directed to and impacts the achievement of English Learner, Foster Youth, and Low income unduplicated students.	$74,500.00	Yes
4	Professional development -	1.4 The Educational Services Department will continue to support teachers by providing collaboration through the Professional learning	$10,500.00	No

Action #	Title	Description	Total Funds	Contributing
	Professional learning community	model to increase student achievement that principally directs English learners, low income students and foster youth.		
5	Professional devlepoment-Common Core	1.5 The Educational Services department will Continue training in Common Core. Under the scope of Common Core TIER I intervention training will be provided to ensure appropriate interventions and supports to principally direct and impact learning and achievement for English learners and low income students. Training will be provided through our Teachers on Assignment and site level coaches.	$16,000.00	Yes
6	Instructional Program/Early Intervention	1.6The Educational Services department will refine and continue Full Day TK/Kindergarten Program with early intervention and education which principally directs English Learners, Foster Youth, and low income students.	$801,256.00	Yes
7	Literacy	1.7 The Educational Services Department will maintain librarian salaries and provide resources for school libraries to principally direct and increase student literacy, principally directed to meet the needs of our English Learners, Foster Youth and low income students.	$227,284.00	Yes
8	Professional Development - ELA	1.8 The Educational Department will continue Professional Development for all Instructional Staff in reading instruction that principally directs and impacts the achievement of English Learner, Foster Youth, and Low Income unduplicated students.	$172,379.00	Yes
9	Student Engagement - Increased instruction	1.9 The Educational Services department and Personnel Departments will maintain 30 minutes of extra instruction during the school day principally directed towards achievement of English Learners, Foster Youth, and Low income unduplicated students. Additional instructional time is a research based practice that will lead to higher achievement.	$1,027,147.00	Yes

Action #	Title	Description	Total Funds	Contributing
10	Instructional Materials and Support - ELA/ELD	1.10 The Educational Services Department will provide additional supplemental material that will be available for student use to support the new ELA/ELD materials adoption which principally directs English Learners, Foster Youth, and Low Income unduplicated students.	$89,112.00	Yes
11	Professional Development -ELD	1.11 The Educational Services Department will provide training in the implementation of the ELD standards in all subject areas through model lessons for all instructional staff and maintain intervention delivered through push in and pull out models which principally directs the impact of achievement for English Learners.	$600,878.00	Yes
12	Technology	1.12 The Educational Services department's Technology division will increase Technology Devices which principally directs and impacts achievement for English Learners, Foster Youth, and Low Income unduplicated students.	$430,481.00	Yes
13	Professional Development - Technology integration	1.13 The Educational Services department will Maintain TOA position for Technology Integration which principally directs and impacts the achievement of English Learners, Foster Youth, and Low Income unduplicated students.	$136,433.00	Yes
14	Instruction - technological	1.14 The Educational Services Department will maintain tech support positions to support the network and added devices which principally directs the instruction of all students.	$343,750.00	No
15	Professional Development - technology	1.15 The Educational Services Department will continue technology training for all instructional staff and parents to enhance student learning principally directed to English Learners, Foster Youth, and Low Income students.	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
16	Instruction - early intervention and extension	1.16 The Educational Services department will maintain early intervention/extension classes delivered through push in and pull out models principally directed to English Learners, Foster Youth, and Low Income unduplicated students.	$364,991.00	Yes
17	Instructional programs	1.17 The Educational Services department will continue to monitor and support the LCAP program to ensure that services are primarily directed toward the unduplicated population.	$226,452.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Cucamonga School District will have teachers appropriately assigned, student access to standards aligned materials and technology, and all facilities in good repair.

An explanation of why the LEA has developed this goal.

Cucamonga School district created this goal to align with stakeholder feedback, to ensure that all basic services are provided including that teachers have the correct credentials, students have access to the core curriculum, and facilities are in good repair and safe.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100 percent of teachers appropriately assigned and credentialed. (District Credential Report)	In 2020-2021, 100% of teachers appropriately assigned and credentialed. (Credential Report).				In 2023-2024, 100% of teachers appropriately assigned and credentialed.
100 percent of students having access to standards aligned curriculum and materials. (Williams Report and FIT Reports) (Student access to standards-aligned instructional materials)	In 2020-2021, 100% of students have access to standards aligned curriculum and materials.				In 2023-2024, 100% of students have access to standards aligned curriculum and materials.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100 percent of facilities have a good or higher rating with minimal deficiencies. (Williams Report and FIT Reports) (Facilities in good repair)	In 2020-2021, 94.44% of facilities have a good or higher rating with minimal deficiencies.				In 2023-2024, 100% of facilities have a good or higher rating with minimal deficiencies.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Maintain 100% of teachers appropriately assigned and credentialed.	2.1 The Personnel Department will ensure teachers have the correct credentials.	$13,546,279.00	No
2	Maintain 100% of students having access to standards aligned curriculum and materials.	2.2 The Educational Services department will ensure that all students have access to materials that align with core content.	$20,000.00	No
3	Continuance of Deferred Maintenance Program	2.3 Continuance of Deferred Maintenance Program.	$1,170,741.00	No
4	Part Time Custodial Services to enhance student health and safety.	2.4 The Business Department will increase custodial services to increase sanitation and disinfecting of surface areas with principally directs increased health which contributes to increased attendance rates.	$55,912.00	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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Students will increase their math achievement as evidenced by an increase the number of 6th grade students competent in Math.

An explanation of why the LEA has developed this goal.

Cucamonga School district created this goal to align with stakeholder feedback, adherence to state goals, and alignment with the COE's milestones. Research indicates that students that are proficient in mathematics are better equipped for academic and career success. The 6th grade Math achievement score is in alignment with the COE's milestone. These actions of sixth grade r provides the feedback and data required to ensure that the continuum of services provided are in place to achieve the goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Achievement for all students over 2015-2016 (CAASPP Scores and District Benchmark Assessments) (Performance on standardized tests)	In 2018-2019, a 29% of students in the meet or exceed standards in the math CAASPP assessment. On the claim of concepts and procedures students scored 46% near/at/above grade level. Overall in 2018-2019 Preliminary Math SBAC Assessment for 6th grade, 16% percent of our students met or exceeded standard.				In 2023-2024, 44% of students will meet or exceed standards in the math CAASPP assessment. On the claim of concepts and procedures students will score 61% near/at/above grade level. In 2023-2024, CAASPP SBAC Assessment for 6th grade, 31% percent of our students will meet or exceed standard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	On the claim of concepts and procedures students scored 31% near/at/above grade level. In 2020-2021, 20% of students on the Local Assessments met or exceeded standards. In 2020-2021, 18% of 6th grade students met or exceeded standards on Local Assessments				In 2023-2024, 35% of students will met or exceed standards on the Local Assessments In 2023-2024, 33% of 6th grade students met or exceeded standards on Local Assessments
Performance on district assessments in math. (Other Indicators of student performance in required areas of study.)	In 2020-2021, 20% of students on the Local Assessments met or exceeded standards.				In 2023-2024, 35% of students will meet or exceed standards on the Local Assessments.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Assessment and Accountability	3.1 The Educational Services Department will continue to refine and administer math assessments to 6th grade students, principally directed to meet the needs of our English learners, Foster youth, and low income students.	$4,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Professional Development	3.2 The Educational Services , principally directed to meet the needs of our English learners, Foster youth, and low income students. Department will maintain Math, Science, and STEM coaches at each site to provide professional development for teachers as needed	$36,546.00	Yes
3	Instruction and Curriculum	3.3 The Educational Services department will maintain Math TOA, principally directed to meet the needs of our English learners, Foster youth, and low income students.	$145,859.00	Yes
4	Instruction	3.4 The Educational Services department will ensure all students actively participate in STEM lessons through thinking, creating, analyzing, and DOK 3/4, principally directed to meet the needs of our English learners, Foster youth, and low income students.	$8,000.00	Yes
5	Technology	3.5 Continue technology training for teachers to facilitate student use of technology when understanding mathematical concepts to create student-centered environments , principally directed to meet the needs of our English learners, Foster youth, and low income students.	$12,182.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	Increase opportunities for intervention/enrichment services, maintain or increase student access and participation in electives, clubs and/or sports.

An explanation of why the LEA has developed this goal.

Cucamonga School district created this goal to align with stakeholder feedback, adherence to state goals, and alignment with the COE's milestones. Providing increased opportunities for all students will ensure continuum of services provided are in place to achieve the goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Opportunities for intervention/enrichment services. Student access and participation in electives, clubs and/or sports. (AERIES Attendance Report and Master Schedule	The middle school maintained the number of student in enrichment to 99% in 2018-2019. The middle school has 79% of their students in intervention. In 2018-2019 44% of our students at elementary school participated in intervention programs. In 2018-2019 35% of our students at the elementary school participated in our after school enrichment programs. However, all of our				In 2023-2024, 14.3% of the total student population will be chronically absent In 2023-2024 100% of middle school students will have enrichment. In 2023-2024, 64% of middle school students will need intervention. In 2023-2024 29% of students will participate in intervention programs. In 2023-2024, 50% of our students at the elementary school will participate in our

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students in elementary school had enrichment through art, music, and project based learning classes throughout the year. The middle school dropout rate in 2018-2019 was 0%.				after school enrichment programs. In 2023-2024, the middle school dropout rate will be 0%.
100 percentage of students are in required curriculum (Student access and enrollment in all required areas of study)	100% of students are in required curriculum. CSD wants to maintain that level every year.				In 2023-2024, 100% of students are in required curriculum. CSD wants to maintain that level every year.
Chronic absenteeism rates	A total of 15.8% of the total student population were chronically absent in 2020-2021.				In 2023-2024, 14.3% of the total student population will be chronically absent
CSD wants no student dropouts at the middle school level. (Middle School Dropout Rate)	The percentage of middle school dropouts in 2016-2017 was 0%				In 2023-2024, the middle school dropout rate will be 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	In 2016-2017 the Actual Attendance Rate was 95.40%				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instruction	4.1 The Educational Services department will continue the implementation of intervention/enrichment programs that principally directs and impacts the increased achievement of English Learners, Foster Youth, and Low Income unduplicated students.	$379,874.00	Yes
2	Enrichment Opprotunties	4.2 The Educational Services Department will maintain personnel, time and increased course offerings for students electives that principally directs and impacts the participation of English Learners, Foster Youth, and Low Income unduplicated students.	$121,005.00	Yes
3	Electives, sports, and clubs	4.3 the Educational Services department will maintain and continue to increase sports, electives, and clubs both during and outside of the school day in order to address the needs of the whole child which principally directs the participation of English Learners, Foster Youth, and Low Income unduplicated students.	$40,573.00	Yes
4	Materials	4.4 The Educational Services Department will continue 7th period at the Middle School to provide increased instructional time that principally directs the achievement of English Learners, Foster Youth, and Low Income unduplicated students.	$20,000.00	Yes
5	Increased opportunities	4.5 The Educational Services department will continue use of flexible scheduling to allow students to access electives, sports, and clubs	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		which principally directs English Learners, Foster Youth, and Low Income unduplicated students.		
6	Instruction and Intervention	4.6 The Educational Services Department will continue and maintain summer school program which principally directs English leaner, Foster youth, and Low income unduplicated students achievement.	$76,516.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
5	Decrease the number of student referrals, suspension, and expulsions.

An explanation of why the LEA has developed this goal.

Cucamonga School district created this goal to align with stakeholder feedback, adherence to state goals, and alignment with the COE's milestones. Decreasing student referrals, suspensions, and expulsions increases opportunities for all students will ensure continuum of services provided are in place to achieve the goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of student referrals, suspensions, and expulsions (Student suspension rates)	There were 2456 student referrals in 2018-2019. The were 223 students suspended in 2018-2019. No students were suspended or expelled in 2020-2021.				In 2023-2024, there will be 2306 referrals or less. In 2023-2024, there will be 210 suspensions or less.
The district will use the CHKS biannually to measure school climate.	In the 2019-2020 school year 70% of students felt safe at school. That is a 1%				In 2023-2024, 85% of students will feel safe at school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Other Local Measures)	improvement over 2017-2018.				
Number of expulsions each year. (Student expulsion rates)	CSD had 6 expulsions in 2018-2019.				In 2023-2024, there will be 5 expulsions or less.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Mental Health	5.1 The Educational Services and Pupil Services departments will continue and maintain access to health care providers, counselors, social service liaisons, community resources. All staff should be made aware of community services available. Counseling services will also be increased, principally directed to meet the needs of our English learners, Foster youth, and low income students.	$377,296.00	Yes
2	Social Emotional Learning	5.2 The Educational Services and Pupil Services departments will continue implementation of a district and school-wide behavior support system that includes ongoing digital citizenship for the twenty-first century including staff development cost for the system and safety. Additional classified support for RCD In-School Solution program in PBIS framework and additional counseling time. PBIS coaching stipend added, principally directed to meet the needs of our English learners, Foster youth, and low income students.	$159,569.00	Yes
3	Mental health and social emotional wellness	CSD will maintain school psychologist, which principally directs and impacts English learners, Foster youth, and low income students.	$148,920.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Professional Development	5.4 The Educational Services department will provide professional development focused on increasing student social capital and equity for all students and implement strategies learned in professional development regarding cultural literacy and poverty, homeless and foster youth, principally directed to meet the needs of our English learners, Foster youth, and low income students.	$28,100.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
6	Increase Parent Participation.

An explanation of why the LEA has developed this goal.

Cucamonga School district created this goal to align with stakeholder feedback, to ensure that all basic services are provided including that teachers have the correct credentials, students have access to the core curriculum, and facilities are in good repair and safe.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent participation (Sign-In Sheets, Surveys, Parent Count, and Online Communication) (Promotion of parent participation)	CSD, 41 parents attended the LCAP parent input session on February 2019. In 2018-2019 798 participants responded to the online survey about the LCAP.				In 2023-2024, 47 parents will attend the LCAP parent sessions. In 2023-2024, 918 participants will respond to online LCAP surveys.
Multiple methods of communication to increase parent input. (Efforts to seek parent input)	CSD, 41 parents attended the LCAP parent input session on February 2019.				In 2023-2024, 47 parents will attend the LCAP parent sessions.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Engagement	6.1 Through Site Parent liaisons: Continue to increase two way communication for our English Learner parents which principally directs English Learner unduplicated students.	$55,892.00	Yes
2	Parent Engagement	6.2 The Educational Services department will maintain parent classes and community resources based on parent needs for parents which principally directs English Learner, Foster Youth, and Low Income unduplicated students.	$8,935.00	Yes
3	Parent Education	6.3 The Educational Services department will maintain parent classes and community resources based on parent needs. researching utilizing methods/ systems to allow parents to respond back to an incoming message (i.e. texts, phone calls, emails and/ or flyers). which principally directs English Learners, Foster Youth, and Low Income unduplicated students.	$4,800.00	Yes
4	Technology	6.4 Technology division will maintain updated school and District website information and communication to parents principally directed towards all students.	$11,050.00	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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
23.29%	$4,738,959

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 needs of foster youth, English learners, and low-income students were considered first in the actions relating to providing continuity of learning, access to resources, identifying learning gaps, remediation of learning gaps, and social emotional and mental health intervention. After assessing the needs, conditions, and circumstances of our foster youth, English learners and low-income students, our data indicated that in the area of English Language Arts, foster youth were 40.9% below that of all students, English Learners were 39.6% below that of all students, and low-income students were 28.2% below that of all students. In the area of Mathematics the data indicated that foster youth were 92.7% below that of all students, English Learners were 71.6% below that of all students, and low-income students were 61% below that of all students. The needs of unduplicated students are reflected in increased performance in ELA and Mathematics, increased attendance, decreased chronic absenteeism, increased parent involvement, and increased school engagement through participation in enrichment opportunities, sports, and clubs. The needs of unduplicated students were considered based on the baseline gaps before the impact of COVID 19 on the California Schools Dashboard and other local metrics obtained this year through the implementation of Universal screeners. Parents, teachers, and staff recognize a need for a comprehensive system based approach to ensure equity and access to learning is maintained. Through the implementation of universal screeners, along with the implementation of MTSS actions related to the following will ensure students are on track to succeed. The data justifies LEA -wide actions to address the needs listed above:

Goal 1
1.1 The Educational Services department will Continue Implementation of model lessons in all subjects embedding technology, literacy, and depth of knowledge levels 3 and 4 and will be support all teachers within their content area and pedagogical practices, principally directed to meet the needs of our English Learner, Foster Youth, and Low income unduplicated students.
1.2 The Educational Services department will continue technology training for all staff and parents to enhance learning in reading, strategies in diverse texts, and multimedia. Use of technology-based programs to differentiate language and literacy lessons based on individuals skill

levels will be implemented that are principally directed to impact the growth of our English Learner, Foster Youth, and Low income unduplicated students.
1.3 Under the direction of the Educational Services department teachers and support staff will continue to collaboration to create a balanced reading program with incentives, technology, and diverse texts to promote self-motivated reading that is principally directed to and impact the achievement of English Learner, Foster Youth, and Low income unduplicated students.
1.5 The Educational Services department will Continue training in Common Core. Under the scope of Common Core TIER I intervention training will be provided to ensure appropriate interventions and supports to principally direct and impact learning and achievement for English learners and low income students. Training will be provided through our Teachers on Assignment and site level coaches.
1.6 The Educational Services department will refine and continue Full Day TK/Kindergarten Program with early intervention and education which principally directs English Learners, Foster Youth, and low income students.
1.7 The Educational Services Department will maintain librarian salaries and provide resources for school libraries to principally direct and increase student literacy, principally directed to meet the needs of our English Learners, Foster Youth and low income students
1.8 The Educational Department will continue Professional Development for all Instructional Staff in reading instruction that is principally directed and impacts the achievement of English Learner, Foster Youth, and Low Income unduplicated students.
1.9 The Educational Services department and Personnel Departments will maintain 30 minutes of extra instruction during the school day principally directed towards achievement of English Learners, Foster Youth, and Low income unduplicated students. Additional instructional time is a research based practice that will lead to higher achievement.
1.12 The Educational Services department's Technology division will increase Technology Devices which principally directs and impacts achievement for English Learners, Foster Youth, and Low Income unduplicated students.
1.13 The Educational Services department will Maintain TOA position for Technology Integration which principally directs and impacts the achievement of English Learners, Foster Youth, and Low Income unduplicated students.
1.15 The Educational Services Department will continue technology training for all instructional staff and parents to enhance student learning principally directed to English Learners, Foster Youth, and Low Income students.
1.16 The Educational Services department will maintain early intervention/extension classes delivered through push in and pull out models principally directed to English Learners, Foster Youth, and Low Income unduplicated students.
1.17 The Educational Services department will continue to monitor and support the LCAP program to ensure that services are primarily directed toward the unduplicated population. educational Services department will maintain early intervention/extension classes delivered through push in and pull out models principally directed to English Learners, Foster Youth, and Low Income unduplicated students.

Goal 3
3.1 The Educational Services Department will continue to refine and administer math assessments to 6th grade students, principally directed to meet the needs of our English learners, Foster youth, and low income students.
3.2 The Educational Services Department will maintain Math, Science, and STEM coaches at each site to provide professional development for teachers as needed, principally directed to meet the needs of our English learners, Foster youth, and low income students.
3.3 The Educational Services department will maintain Math TOA , principally directed to meet the needs of our English learners, Foster youth, and low income students.
3.4 The Educational Services department will ensure all students actively participate in STEM lessons through thinking, creating, analyzing, and DOK 3/4, principally directed to meet the needs of our English learners, Foster youth, and low income students.
3.5 Continue technology training for teachers to facilitate student use of technology when understanding mathematical concepts to create

student-centered environments, principally directed to meet the needs of our English learners, Foster youth, and low income students.

Goal 4
4.2 The Educational Services Department will maintain personnel, time and increased course offerings for students electives that principally directs and impacts the participation of English Learners, Foster Youth, and Low Income unduplicated students.
4.3 the Educational Services department will maintain and continue to increase sports, electives, and clubs both during and outside of the school day in order to address the needs of the whole child which principally directs the participation of English Learners, Foster Youth, and Low Income unduplicated students.
4.4 The Educational Services Department will continue 7th period at the Middle School to provide increased instructional time that principally directs the achievement of English Learners, Foster Youth, and Low Income unduplicated students.
4.6 The Educational Services Department will continue and maintain summer school program which principally directs English leaner, Foster youth, and Low income unduplicated students achievement.

Goal 5
5.1 The Educational Services and Pupil Services departments will continue and maintain access to health care providers, counselors, social service liaisons, community resources. All staff should be made aware of community services available. Counseling services will also be increased, principally directed to meet the needs of our English learners, Foster youth, and low income students.
5.2 The Educational Services and Pupil Services departments will continue implementation of a district and school-wide behavior support system that includes ongoing digital citizenship for the twenty-first century including staff development cost for the system and safety. Additional classified support for RCD In-School Solution program in PBIS framework and additional counseling time. PBIS coaching stipend added, principally directed to meet the needs of our English learners, Foster youth, and low income students.
5.3 CSD will Maintain school psychologist, principally directed to meet the needs of our English learners, Foster youth, and low income students.
5.4 The Educational Services department will provide professional development focused on increasing student social capital and equity for all students and implement strategies learned in professional development regarding cultural literacy and poverty, homeless and foster youth, principally directed to meet the needs of our English learners, Foster youth, and low income students.

Goal 6
6.1 Through Site Parent liaisons: Continue to increase two way communication for our English Learner parents which principally directs English Learner unduplicated students.
6.2 The Educational Services department will maintain parent classes and community resources based on parent need for parent which principally directs English Learner and Foster Youth students.
6.3 The Educational Services department will maintain parent classes and community resources based on parent needs. researching utilizing methods/ systems to allow parents to respond back to an incoming message (i.e. texts, phone calls, emails and/ or flyers). which principally directs English Learners, Foster Youth, and Low Income unduplicated students.

These actions are being provided on an LEA-wide bases, anticipating that unduplicated students who have not met the standards will benefit based on the effectiveness as measured by improved student outcomes. However, because unduplicated student groups are performing lower than all students, these actions are necessary for English learners, foster youth, and low income students to increase at a faster rate than all students. The continuation of these actions were determined by their past effectiveness as reflected from the data

provided by the CA School Dashboard and local performance indicators. The actions are principally directed to meet the needs of unduplicated students that will increase their proficiency levels in the areas of English Language Arts and Mathematics as measured by our CAASP scores and CA Dashboard academic and engagement indicators..

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

In 2021-2022 CSD will increase or improve services for our unduplicated population, which will lead to improved proficiency rates in relation to all students. The areas of emphasis are intervention for ELA, Math, and Social and Emotional Learning. These actions will be continuing as they have been effective in increasing student outcomes and parent satisfaction as indicated in the data in prompt one and on an LEA wide basis using existing sources of funding in the LCAP. Based on the needs of students, specific actions have been developed to address the needs as indicated in the data. The needs of foster youth, English learners, and low-income students were considered first in the actions relating to providing continuity of learning, access to resources, identifying learning gaps, remediation of learning gaps, and social emotional and mental health intervention. After assessing the needs, conditions, and circumstances of our foster youth, English learners and low-income students, our data indicated that in the area of English Language Arts, foster youth were 40.9% below that of all students, English Learners were 39.6% below that of all students, and low-income students were 28.2% below that of all students. In the area of Mathematics the data indicated that foster youth were 92.7% below that of all students, English Learners were 71.6% below that of all students, and low-income students were 61% below that of all students. The continuation of actions that support the most effective use of funds based on the needs of unduplicated students and their i increased performance in ELA and Mathematics, increased attendance, decreased chronic absenteeism, increased parent involvement, and increased school engagement through participation in enrichment opportunities, sports, and clubs as measured by CA Dashboard and stakeholder feedback and LEA surveys. The limited actions were considered based on the needs of students and baseline gaps before the impact of COVID 19 on the California Schools Dashboard and other local metrics obtained this year through the implementation of Universal screeners. Parents, teachers, and staff of unduplicated students recognize a need for a comprehensive system based approach to ensure equity and access to learning is maintained. Through the implementation of universal screeners, along with the implementation of MTSS actions related to the following will ensure an increase in student outcomes and the data justifies limited actions to address this area of need in the following way:

Goal 1

1.10 The Educational Services Department will provide additional supplemental material that will be available for student use to support the new ELA/ELD materials adoption which principally directs English Learners, Foster Youth, and Low Income unduplicated students.
1.11 The Educational Services Department will provide training in the implementation of the ELD standards in all subject areas through model lessons for all instructional staff and maintain intervention delivered through push in and pull out models which principally directs the impact of achievement for English Learners.

Goal 4
4.1 The Educational Services department will continue the implementation of intervention/enrichment programs that principally directs and impacts the increased achievement of English Learners, Foster Youth, and Low Income unduplicated students.

4.5 The Educational Services department will continue use of flexible scheduling to allow students to access electives, sports, and clubs which principally directs English Learners, Foster Youth, and Low Income unduplicated students.

These actions are being provided on an LEA-wide bases, anticipating that unduplicated students who have not met the standards will benefit based on the effectiveness as measured by improved student outcomes. However, because unduplicated student groups are performing lower than all students, these actions are necessary for English learners, foster youth, and low income students to increase at a faster rate than all students. The continuation of these actions were determined by their past effectiveness as reflected from the data provided by the CA School Dashboard and local performance indicators. The actions are principally directed to meet the needs of unduplicated students that will increase their proficiency levels in the areas of English Language Arts and Mathematics as measured by our CAASP scores and CA Dashboard academic and engagement indicators..
The data justifies continuation of the limited actions and Prompts 1 and 2 quantitatively and/or qualitatively meet the 23.29% minimum proportionality percentage for the 2021-2022 school year, the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils as calculated pursuant to 5 CCR 15496(a).

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$16,473,817.00	$2,018,697.00	$350,000.00	$2,177,455.00	$21,019,969.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$18,976,495.00	$2,043,474.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Professional Development - Technology	$18,332.00			$20,425.00	$38,757.00
1	2	English Learners Foster Youth Low Income	Professional development - Technology	$2,000.00			$10,000.00	$12,000.00
1	3	English Learners Foster Youth Low Income	Professional development - ELA	$4,500.00			$70,000.00	$74,500.00
1	4	All	Professional development - Professional learning community				$10,500.00	$10,500.00
1	5	English Learners Foster Youth Low Income	Professional devlepoment-Common Core	$16,000.00				$16,000.00
1	6	English Learners Foster Youth Low Income	Instructional Program/Early Intervention	$801,256.00				$801,256.00
1	7	English Learners Foster Youth Low Income	Literacy	$227,284.00				$227,284.00
1	8	English Learners Foster Youth Low Income	Professional Development - ELA	$172,379.00				$172,379.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Learners Foster Youth Low Income	Student Engagement - Increased instruction	$1,027,147.00				$1,027,147.00
1	10	English Learners Foster Youth Low Income	Instructional Materials and Support - ELA/ELD	$89,112.00				$89,112.00
1	11	English Learners Foster Youth Low Income	Professional Development -ELD	$600,878.00				$600,878.00
1	12	English Learners Foster Youth Low Income	Technology	$72,904.00		$350,000.00	$7,577.00	$430,481.00
1	13	English Learners Foster Youth Low Income	Professional Development - Technology integration	$136,433.00				$136,433.00
1	14	All	Instruction - technological	$343,750.00				$343,750.00
1	15	English Learners Foster Youth Low Income	Professional Development - technology	$1,000.00				$1,000.00
1	16	English Learners Foster Youth Low Income	Instruction - early intervention and extension	$1,000.00			$363,991.00	$364,991.00
1	17	English Learners Foster Youth Low Income	Instructional programs	$226,452.00				$226,452.00
2	1	All	Maintain 100% of teachers appropriately assigned and credentialed.	$9,985,139.00	$2,018,697.00		$1,542,443.00	$13,546,279.00
2	2	All	Maintain 100% of students having access to standards aligned curriculum and materials.	$20,000.00				$20,000.00
2	3	All	Continuance of Deferred Maintenance Program	$1,170,741.00				$1,170,741.00
2	4	All	Part Time Custodial Services to enhance student health and safety.	$55,912.00				$55,912.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	English Learners Foster Youth Low Income	Assessment and Accountability	$4,000.00				$4,000.00
3	2	English Learners Foster Youth Low Income	Professional Development	$36,546.00				$36,546.00
3	3	English Learners Foster Youth Low Income	Instruction and Curriculum	$145,859.00				$145,859.00
3	4	English Learners Foster Youth Low Income	Instruction	$8,000.00				$8,000.00
3	5	English Learners Foster Youth Low Income	Technology	$12,182.00				$12,182.00
4	1	English Learners Foster Youth Low Income	Instruction	$379,874.00				$379,874.00
4	2	English Learners Foster Youth Low Income	Enrichment Opprotunties	$121,005.00				$121,005.00
4	3	English Learners Foster Youth Low Income	Electives, sports, and clubs	$40,573.00				$40,573.00
4	4	English Learners Foster Youth Low Income	Materials	$20,000.00				$20,000.00
4	5	English Learners Foster Youth Low Income	Increased opportunities	$15,000.00				$15,000.00
4	6	English Learners Foster Youth Low Income	Instruction and Intervention	$76,516.00				$76,516.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	1	English Learners Foster Youth Low Income	Mental Health	$327,296.00			$50,000.00	$377,296.00
5	2	English Learners Foster Youth Low Income	Social Emotional Learning	$64,442.00			$95,127.00	$159,569.00
5	3	English Learners Foster Youth Low Income	Mental health and social emotional wellness	$148,920.00				$148,920.00
5	4	English Learners Foster Youth Low Income	Professional Development	$28,100.00				$28,100.00
6	1	English Learners	Parent Engagement	$55,892.00				$55,892.00
6	2	English Learners Foster Youth	Parent Engagement	$1,543.00			$7,392.00	$8,935.00
6	3	English Learners Foster Youth Low Income	Parent Education	$4,800.00				$4,800.00
6	4	All	Technology	$11,050.00				$11,050.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$4,887,225.00	$5,861,737.00
LEA-wide Total:	$4,182,235.00	$5,156,747.00
Limited Total:	$1,084,864.00	$1,084,864.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Professional Development - Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,332.00	$38,757.00
1	2	Professional development - Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	$12,000.00
1	3	Professional development - ELA	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,500.00	$74,500.00
1	5	Professional devlepoment- Common Core	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,000.00	$16,000.00
1	6	Instructional Program/Early Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	$801,256.00	$801,256.00
1	7	Literacy	LEA-wide	English Learners Foster Youth Low Income	All Schools	$227,284.00	$227,284.00
1	8	Professional Development - ELA	LEA-wide	English Learners Foster Youth Low Income	All Schools	$172,379.00	$172,379.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	9	Student Engagement - Increased instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,027,147.00	$1,027,147.00
1	10	Instructional Materials and Support - ELA/ELD	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$89,112.00	$89,112.00
1	11	Professional Development -ELD	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$600,878.00	$600,878.00
1	12	Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	$72,904.00	$430,481.00
1	13	Professional Development - Technology integration	LEA-wide	English Learners Foster Youth Low Income	All Schools	$136,433.00	$136,433.00
1	15	Professional Development - technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	$1,000.00
1	16	Instruction - early intervention and extension	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	$364,991.00
1	17	Instructional programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$226,452.00	$226,452.00
3	1	Assessment and Accountability	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,000.00	$4,000.00
3	2	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$36,546.00	$36,546.00
3	3	Instruction and Curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools	$145,859.00	$145,859.00
3	4	Instruction	LEA-wide	English Learners	All Schools	$8,000.00	$8,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
3	5	Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,182.00	$12,182.00
4	1	Instruction	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$379,874.00	$379,874.00
4	2	Enrichment Opprotunties	LEA-wide	English Learners Foster Youth Low Income	All Schools	$121,005.00	$121,005.00
4	3	Electives, sports, and clubs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,573.00	$40,573.00
4	4	Materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	$20,000.00
4	5	Increased opportunities	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$15,000.00	$15,000.00
4	6	Instruction and Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	$76,516.00	$76,516.00
5	1	Mental Health	LEA-wide	English Learners Foster Youth Low Income	All Schools	$327,296.00	$377,296.00
5	2	Social Emotional Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	$64,442.00	$159,569.00
5	3	Mental health and social emotional wellness	LEA-wide	English Learners Foster Youth Low Income	All Schools	$148,920.00	$148,920.00
5	4	Professional Development	LEA-wide	English Learners	All Schools	$28,100.00	$28,100.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
6	**1**	Parent Engagement	LEA-wide	English Learners	All Schools	$55,892.00	$55,892.00
6	**2**	Parent Engagement	LEA-wide	English Learners Foster Youth	All Schools	$1,543.00	$8,935.00
6	**3**	Parent Education	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,800.00	$4,800.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

1. 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.

2. 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.

3. 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.

4. Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

5. Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

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

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This

description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

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

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

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

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

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

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

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

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.