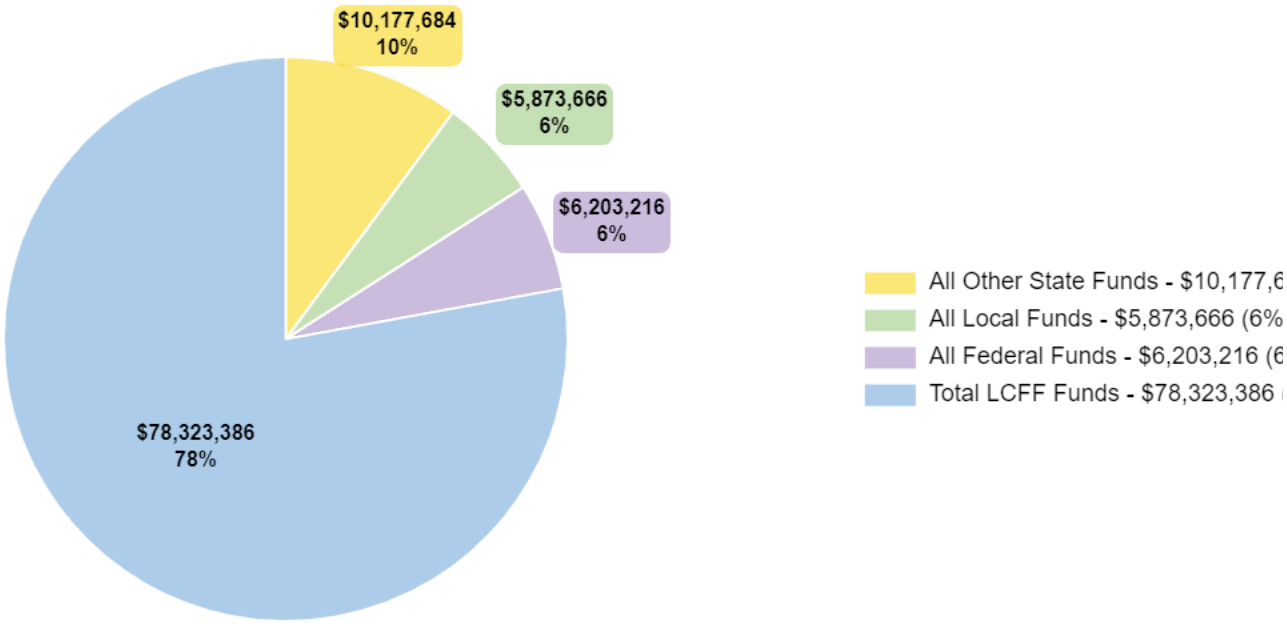
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Yucaipa-Calimesa Joint Unified
CDS Code: 36679590000000
School Year: 2021-22
LEA Contact Information: Dr. Jaime Anderson | jaime_anderson@ycjusd.us | 909-797-0174 x5816

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

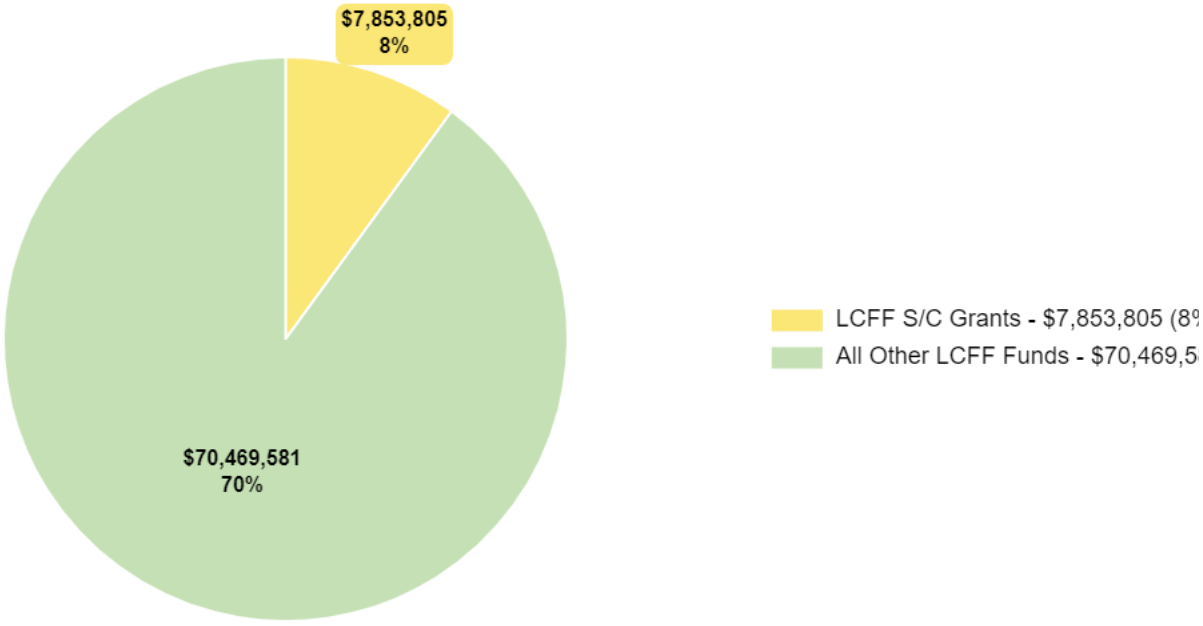
Budget Overview for the 2021-22 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	$10,177,684	10%
All Local Funds	$5,873,666	6%
All Federal Funds	$6,203,216	6%
Total LCFF Funds	$78,323,386	78%

Breakdown of Total LCFF Funds



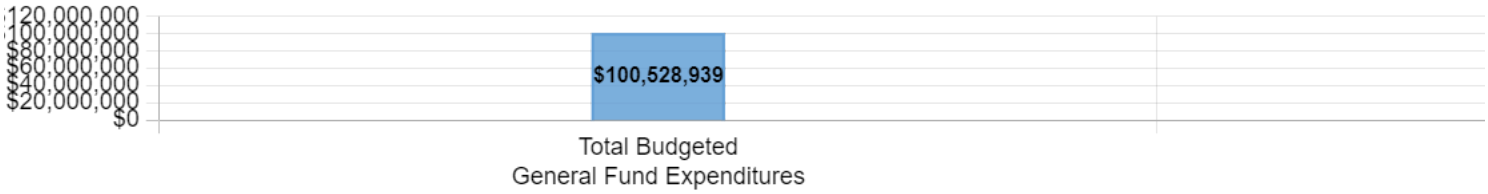
Source	Funds	Percentage
LCFF S/C Grants	$7,853,805	8%
All Other LCFF Funds	$70,469,581	70%

These charts show the total general purpose revenue Yucaipa-Calimesa Joint Unified expects to receive in the coming year from all sources.

The total revenue projected for Yucaipa-Calimesa Joint Unified is $100,577,952, of which $78,323,386 is Local Control Funding Formula (LCFF), $10,177,684 is other state funds, $5,873,666 is local funds, and $6,203,216 is federal funds. Of the $78,323,386 in LCFF Funds, $7,853,805 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

Budgeted Expenditures in the LCAP



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

Yucaipa-Calimesa Joint Unified plans to spend $100,528,939 for the 2021-22 school year. Of that amount, $11,350,799 is tied to actions/services in the LCAP and $89,178,140 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The largest expenditure from General Funding is personnel at our schools and in supporting departments in the school district. General fund expenditures are used for facility acquisition, operation and maintenance purposes as well.

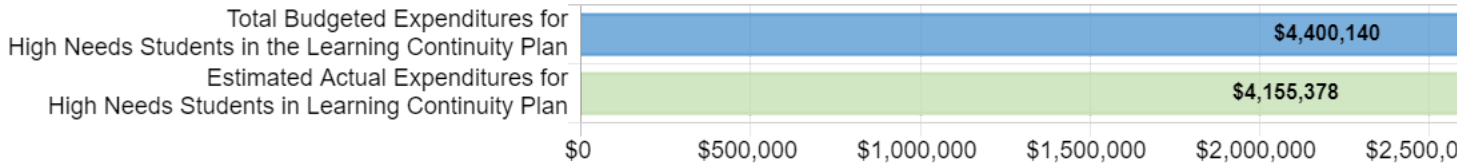
Our schools are aging, and our general fund money is distributed where needed to maintain safe and effective learning environments for our students.

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

In 2021-22, Yucaipa-Calimesa Joint Unified is projecting it will receive $7,853,805 based on the enrollment of foster youth, English learner, and low-income students. Yucaipa-Calimesa Joint Unified must describe how it intends to increase or improve services for high needs students in the LCAP. Yucaipa-Calimesa Joint Unified plans to spend $8,909,994 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2020-21

Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what Yucaipa-Calimesa Joint Unified 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 Yucaipa-Calimesa Joint Unified 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, Yucaipa-Calimesa Joint Unified's Learning Continuity Plan budgeted $4,400,140 for planned actions to increase or improve services for high needs students. Yucaipa-Calimesa Joint Unified actually spent $4,155,378 for actions to increase or improve services for high needs students in 2020-21.

The difference between the budgeted and actual expenditures of $244,762 had the following impact on Yucaipa-Calimesa Joint Unified's ability to increase or improve services for high needs students:

Difference between total budgeted and total expenditures was $244,762. This difference did not effect the action and services for high needs students. The difference is based on not as may students as anticipated needing internet hotspots and summer programs being supported with the new Extended Learning Opportunity Grant.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Yucaipa-Calimesa Joint Unified	Dr. Jaime Anderson Assistant Superintendent, Educational Services	jaime_anderson@ycjusd.us 909-797-0174 x5816

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

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

Goal 1

Increase student academic achievement in all content areas.

State and/or Local Priorities addressed by this goal:

State Priorities: 2
4
7

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Expected	Actual
SBAC ELA for Grades 3-8: Change in average scaled score points from Meets Standards State Metric: CAASPP Baseline 2015-16 Results: 9.7 scaled score points below Meets Standards 2019-20 Results: 0 scaled score points below Meets Standards	12 scaled score points below Meets Standards
SBAC Math for Grades 3-8: Change in average scaled score points from Meets Standards State Metric: CAASPP Baseline 2015-16 Results: 35.3 scaled score points below Meets Standards 2019-20 Results: 10 scaled score points below Meets Standards	34 scaled score points below Meets Standards
To address high school achievement, an increasing number of students will meet or exceed standards as measured by Grade 11 CAASPP Baseline 2015-2016 Results: 52% Meet/Exceed - ELA 27% Meet/Exceed - Math 2019-20 Results: 67% Meet/Exceed - ELA 42% Meet/Exceed - Math	57% Meet/Exceed - ELA 31% Meet/Exceed - Math
Implementation of CCSS for all students, including EL Baseline: 100% of teachers will participate in professional development on the implementation of CCSS for all students, including EL 2019-20: 100% of teachers will participate in professional development on the implementation of CCSS for all students, including EL	100% of teachers participated in professional development on the implementation of CCSS for all students, including EL
Academic Performance Index (API) Baseline: During the development of the California Dashboard the State Board of Education approved to suspend the calculation of the API for local educational agencies (LEAs) and schools. As a result, the last API report was released in 2013. 2019-20: N/A	N/A
Share of students that pass Advanced Placement Exams with a 3 or higher at Yucaipa High School Baseline: 2015-2016: Grades 10-12 Enrollment: 2036 Number of AP tests scored 3 or higher: 273 13.4% ratio 2019-20: 25% Ratio	14% of YHS students passed AP exams with a 3 or higher

Expected	Actual
Course access, programs and services developed and provided to unduplicated pupils as well as all students. Unduplicated pupils have preference in support services - Percent of unduplicated pupils who have access to elementary RtI programs Baseline: 100% 2019-20: 100%	100%

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(2) Elementary School Assistant Principals	$297,340 LCFF (1300) Certificated Admin. Salaries (3000) Certificated Admin. Benefits	$301,703.68
Elementary Library Technicians	$112,848 LCFF (2200) Classified Support Salaries (3000) Classified Support Benefits	$110,082.71
Odyssey of the Mind/Destination Imagination/Science and Engineering Fair	$15,000 LCFF (1100) Certificated Salaries (3000) Certificated Benefits (4300) Instructional Materials	$10,614.44
(5) Elementary School Targeted Intervention Specialists	$629,274 Title I (1100) Certificated Salaries (3000) Certificated Benefits	$558,359.89

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Professional Development, California State Content Standards, ELD Standards and Strategies, Instructional Technology, Student Wellness, Academies, and CTE Pathways	$200,000 $10,000 $288,640 $176,069 LCFF Title I Low-Performing Student Block Grant (LPSBG) Comprehensive Support and Improvement (CSI) (1100) Certificated Salaries (3000) Certificated Benefits (4300) Instructional Materials (5200) Travel and Conferences (5800) Professional/Consu Services and Operating Expenditures	$646,974.27
Instructional Technology – Software, Licenses, Computers, Devices – STAR (all components), iReady, Read 180, Math 180, IO Assessments (EADMS), Studies Weekly - NGSS, TK-5 District Math Assessments, and Replacement Devices	$814,614 LCFF (4300) Instructional Materials	$1,103,882.94
Instructional Technology Support (1) Site Systems Technician (YHS) (2) District Computer Resource Assistants (1) Technology Support Specialist	$357,684 LCFF (2200) Classified Support Salaries (3000) Classified Support Benefits	$324,356.14
(2) Middle School Targeted Intervention Specialists	$226,270 LCFF (1100) Certificated Salaries (3000) Certificated Benefits	$258,668.42

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Director, Elementary Curriculum (7% Supplemental /Concentration Grant - 93% General Fund)	$182,657 LCFF (1100) Certificated Salaries (3000) Certificated Benefits	$12,574.66
Teacher on Assignment - Elementary Education	$93,924 $46,962 LCFF Title I (1100) Certificated Salaries (3000) Certificated Benefits	$148,329.81
Middle School Summer and After School Programs	$50,000 LCFF (1100) Certificated Salaries (3000) Certificated Benefits (2200) Classified Support Salaries (3000) Classified Support Benefits (4300) Instructional Materials	$5,794.33
Classrooms Instructional Aides	$192,265 LCFF (2200) Classified Salaries (3000) Classified Support Benefits	$137,958.16
Data/Network Technician	$82,327 LCFF (2200) Classified Support Salaries (3000) Classified Support Benefits	$73,924.27
Mathematics Support - Teacher on Assignment Mathematics and/or Site Leads	$0 NA NA	$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Additional Computer Resource Assistance (CRA) Support	$81,687 LCFF (2200) Classified Support Salaries (3000) Classified Support Benefits	$68,866.18
Classroom Instructional Aides	$68,333 LCFF (2200) Classified Support Salaries (3000) Classified Support Benefits	$61,898.79
Additional Curriculum/Instruction Support Personnel	$240,386 LCFF (1100) Certificated Salaries (2200) Classified Support Salaries (3000) Classified Support Benefits (3000) Certificated Benefits	$341,518.89
Elementary School STEAM (Science, Technology, Engineering, Art and Math) Teachers	$632,585 LCFF (1100) Certificated Salaries (3000) Certificated Benefits	$575,490.47
Reading Specialists	$370,196 Title I (1100) Certificated Salaries (3000) Certificated Benefits	$314,664.22

Goal Analysis

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

Funds that were budgeted, but not utilized, for Goal 1 in the 2019-2020 LCAP were not spent during the 2019-2020 school year. In addition, the remaining LCAP funds were used to support students, families, teachers, and staff during the 2020-2021 school year for curriculum, instruction and technology support. For example, changes in Goal 1 for the 20-21 school year were: Action #1 was eliminated, and elementary assistant principal positions were not funded. Instead, our district added additional elementary counselor

positions to provide more social-emotional learning support at our elementary schools; Action #6 was enhanced in order to ensure our students and staff had the appropriate devices and internet access for learning; and Action #8 was eliminated, and middle school intervention specialist positions were not funded. Instead, with our partnership with Colton Redlands Yucaipa Regional Occupational Program (CRY-ROP), we implemented a middle school career exploration lab for classes at our middle schools.

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

Challenges in implementing Goal 1 actions/services were caused to school closures due to the COVID-19 pandemic. For example, during the 20-21 school year, for Action #3 we did not participate in the Odyssey of the Mind competitions; however, for Action #3 a success from this school year was conducting a virtual science fair for our students. Another success was, for Action #5, our district provided an online professional development platform for our certificated and classified staff in preparation for distance learning. An additional success was how quickly we adjusted Action #6 to provide computer devices and hot spots for internet access at home for students by the beginning of the 20-21 school year for distance learning. For Action #10, the elementary teacher on assignment position was not filled this school year. For Action #15, middle school after-school programs did not run the remainder of the school year once schools were shut down due to the pandemic. For Action #17, certain personnel were not budgeted for additional support due to unforeseen needs during the school year.

Goal 2

Increase the percent of students graduating high school college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities:
4 5

8

Local Priorities: 9th Grade Passing Rate

Annual Measurable Outcomes

Expected	Actual
Increase Graduation Rate Baseline: 2015-2016 Results: 89.7% 2019-20 Results: 95%	Graduation Rate - 94%
Other student outcomes - Increase the 9th grade passing rate by 2% each year. Baseline: 2015-2016 Results: 67% 2019-20 Results: 68.94%	9th grade passing rate - 90%

Expected	Actual
Increase the number of students who complete all A-G requirements within their graduation requirements Baseline: 2016-2017 47.9% 2019-20 Results: 53.9%	49% of students completed A-G requirements
EAP - Conditionally Ready/Ready Baseline: 2015-2016 Results: ELA - 52% Math - 27% 2019-20 Results: ELA - 62% Math - 37%	Students earned the following scores to be considered Conditionally Ready and Ready: ELA - 27% and Math - 10%
Students at elementary level will be exposed to career awareness Baseline: None 2019-20 Results: Grades 3, 4, and 5	Grades 2, 3, 4, and 5 were exposed to career awareness
Students at the middle school level exposed to career exploration frameworks Baseline: 100% of 8th grade students will have a four-year plan before they enter high school 2019-20 Results: 100% of 8th grade students will be exposed to career exploration frameworks, such as career awareness, lessons, guest speakers, and work-based learning experiences.	100% of 8th grade students will be exposed to career exploration frameworks, such as career awareness, lessons, guest speakers, and work-based learning experiences.
Students who graduate from YCJUSD will have an actionable education/career plan Baseline: Grade 8-9 2019-20 Results: Grades 9-12	Grades 9-12 graduated with a graduation plan
Receive a "Positive" Certification district-wide for the AVID program Baseline: 100% 2019-20 Results: 100%	100% Positive AVID Certification district wide

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Linked Learning Lead Teacher	$114,942 LCFF (1100) Certificated Salaries (3000) Certificated Benefits	$126,500.44
Additional AVID Tutors	$34,720 LCFF (2100) Classified Salaries (3000) Classified Benefits	$18,718.06

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Dual Enrollment Agreement with Crafton Hills College	$15,000 LCFF (5100) Agreements for Services	$0
Program Specialist (YHS)	$120,520 LCFF (1100) Certificated Salaries (3000) Certificated Benefits	$115,325.83
Linked Learning Pathway Lead Teacher Release (1 period each-YHS)	$95,011 LCFF (1100) Certificated Salaries (3000) Certificated Benefits	$100,670.83
Director, Special Projects	$182,414 LCFF (1100) Certificated Salaries (3000) Certificated Benefits	$185,124.96
(2) Middle School Counselors	$303,805 LCFF (1200) Pupil Support Salaries (3000) Pupil Support Benefits	$307,781.37
Additional SpEd elective classes for YHS, MVMS, and PVMS to allow students an elective	$61,331 LCFF (1100) Certificated Salaries (3000) Certificated Benefits	$60,425
Advancement Via Individual Determination (AVID) Site Allocation and Professional Development	$60,000 LCFF (4300) Instructional Materials (5800) Professional Development	$15,776.23

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Credit Recovery Teachers (2 periods YHS), (2 periods YCOA)	$100,000 LCFF (1100) Certificated Salaries (3000) Certificated Benefits	$73,976.69
High School (GVHS, OVEC, YHS, YCOA) Edgenuity Electives	$75,000 LCFF (4300) Instructional Materials (1100) Certificated Salaries (3000) Certificated Benefits	$6,968.70
Oak View Community Day School Elective Period	$0 NA NA	$0
Position not needed at this time due to the elimination of the program	$0	$0
OVEC Counselor	$125,817 LCFF (1200) Pupil Support Salaries (3000) Certificated Benefits	$133,876.16
Summer School	$120,000 LCFF (1100) Certificated Salaries (3000) Certificated Benefits (2200) Classified Support Salaries (3000) Classified Support Benefits (4300) Instructional Materials	$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Linked Learning, CTE Pathways, Work-Based Learning, and Academy Materials	$100,000 LCFF (1100) Certificated Salaries (3000) Certificated Benefits (4300) Instructional Materials (5800) Professional Development	$73,521.20

Goal Analysis

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

Funds that were budgeted, but not utilized, for Goal 2 in the 2019-2020 LCAP were not spent during the 2019-2020 school year. For example, a change, in Goal 2, Action #15 during the 2019-20 school year, was our district did not provide summer school in 19-20 school year due to the pandemic.

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

A success in implementing Goal 2 was providing support for our Career Technical Education (CTE) pathways, including our Linked Learning academies by providing the equipment necessary for students to have access to the software and hardware in their courses. For example, our district checked out specific lap top computers for our engineering students to access particular software. A challenge in implementing Goal 2 actions/services was caused to school closures due to the COVID-19 pandemic. For example, during the 20-21 school year, for Action #3, our students did not participate in dual enrollment classes at Crafton Hills College due to the classes being cancelled during the pandemic. For Action #9, our teachers did not attend as many AVID professional learning opportunities due to the pandemic.

Goal 3

Meet the holistic needs of all students by providing an environment where student and family needs are met so that they can participate in all aspects of the educational experience by:
- Increasing parent and community involvement
- Increasing self-awareness and identity, building social problem solving skills, and a focus on the future
- Having positive self-esteem and motivation to succeed
- Making friends and understanding social rules and consequences

State and/or Local Priorities addressed by this goal:

State Priorities: 3
5
6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Decrease Chronic Absenteeism - Percent of student absent 10% or more of the school year Baseline: 2015-2016 Results: 12.63% 2019-20 Results: 6%	13% percent of student absences were 10% or more of the school year
2% increase in Attendance Rates at YHS, GVHS, OVHS Baseline: YHS - 97.04% GVHS - 91.34% OVEC - 74.26% 2019-20 Results: YHS - 98% GVHS - 92% OVEC - 82%	Attendance rates at the high schools: YHS = 97% GVHS = 95% OVHS = 80%
Decrease High School Dropout Rate Baseline: 2015-2016 Results: 7.8% 2019-20 Results: Maintain less than 1%	High School Dropout Rate: 0.9%
Decrease Middle School Dropout Rate Baseline: 2015-2016 Results: 1 student 2019-20 Results: 0 students	Middle School Dropout Rate: 0 students
Decrease Suspension Rate Baseline: 2015-2016 Results: 2.4% 2019-20 Results: 2.5%	Suspension Rate: 3.7%
Maintain Pupil Expulsion Rate Baseline: 2015-2016 Results: 0.2% 2019-20 Results: Maintain below 1%	Expulsion Rate: 0.13%
Other Local Measures - Increase in the number of students who are "Engaged" in school as measured by the Gallup Student Engagement Index Baseline: 2015-26 Results: 48% of students polled 2019-20 Results: 53% of students polled	43% of students polled

Expected	Actual
Other Local Measures - Increase in the number of students who have "Hope for the Future" in school as measured by the Gallup Hope Index Baseline: 2015-26 Results: 39% of students polled 2019-20 Results: 57% of students polled	59% of students polled
Efforts to seek parent input - Increase in the number of parents who participate in the District English Language Advisory Committee (DELAC) Baseline: 33 parents 2019-20 Results: 33 parents	42 parents
Promotion of parent involvement - Increase in the number of district parents taking advantage of Family Learning Center Resources Baseline: 148 parents 2019-20 Results: 400 parents	749 parents attended workshops/trainings at the Family Learning Center
Decrease American Indian Student Suspension Rate Baseline: NA 2019-20 Results: 0%	Suspension Rate: 0%

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Visual and Performing Arts Program Support	$128,000 LCFF (4300) Instructional Materials (5800) Operating Expenses	$77,663.29
NA	NA NA NA	NA
Crossing Guards	$18,000 LCFF (5100) Sub-agreement Services	$0
Adjusted funding for increase in salary	$430,654 LCFF (1200) Pupil Support Salaries (3000) Pupil Support Benefits	$425,333.86

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
(2) Middle School Counselors	Duplicate Action from Goal 2 – No Additional Funding in Goal 3 NA NA	NA
Funding adjusted to meet program needs	$46,500 LCFF (5800) Professional Development (1100) Certificated Salaries (4300) Materials and Supplies	$40,900.00
Attendance Support Clerk - YHS	$58,106 LCFF (2100) Classified Salaries (3000) Classified Benefits	$65,591.27
Site Clerk Extra Hours	$6,528 LCFF (2100) Classified Salaries (3000) Classified Benefits	$5,493.06
Where Everybody Belongs (WEB) MVMS and PVMS	$12,000 LCFF (1100) Certificated Salaries (3000) Certificated Benefits (2100) Classified Salaries (3000) Classified Benefits (5800) Professional Development (4300) Materials and Supplies	$6,430.22
Behavioral Health Counselors (2)	$295,375 LCFF (1100) Certificated Salaries (3000) Certificated Benefits	$299,801.49

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Family Learning Center	$25,000 LCFF (4300) Materials and Supplies (5800) Professional Development	$23,729.52
Thought Exchange	$30,000 LCFF (4300) Materials and Supplies	$24,000.00
Care Solace	$9,000 LCFF (4300) Materials and Supplies	$8,500.00
Best Buddies	$5,000 LCFF (4300) Materials and Supplies	$0
Student Wellness - Hope Events, Mental Health First Aide, Executive Functioning Training, PrePARE Training, Equity and Wellness Professional Learning	$20,000 $50,000 LCFF Comprehensive Support and Improvement (CSI) LCFF: (1100) Certificated Salaries (3000) Certificated Benefits (2100) Classified Salaries (3000) Classified Benefits (4300) Materials and Supplies (5800) Professional Development	$4,675.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Community Liaison	$52,682 While this action supports unduplicated students, it is funded through Title I funds (2100) Classified Salaries (3000) Classified Benefits	$48,300.25

Goal Analysis

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

Funds that were budgeted, but not utilized, for Goal 3 in the 2019-2020 LCAP were not spent during the 2019-2020 school year. For example, a change in Goal 3, Action #14 during the 2019-20 school year, the funds for Best Buddies were not utilized due to the pandemic. For Action #3, crossing guards were funded out of the general fund.

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

Some successes our district experienced were in Goal 3, Actions 11 and 15 where our bilingual parent engagement specialist partnered with several community partners and speakers to provide resources and workshops for our parents and families during the pandemic. On the other hand, some challenges our district experienced was connecting with our families through our Family Learning Center, counselors, and behavioral health counselors due to displacement of families for various reasons during the pandemic, such as loss of jobs, loss of family members, financial hardships, etc. The only action not implemented under this goal, due to the pandemic, was Best Buddies.

Goal 4

Increase the percentage of English learner pupils who make progress toward English proficiency and increase the English learner reclassification rate.

State and/or Local Priorities addressed by this goal:

State Priorities:
4

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Share of English learners who become English proficient (EL reclassification rate) Baseline: 2016-2017 Results:15.4% 2019-20 Results: 20%	9% of our English learners became English proficient
Decrease the percent of "At-Risk" English Learners Baseline: 2016-2017 Results: 9.7% At Risk (4-5 years) 2019-20 Results: 3.1%	5.6% of our English Learners were "At-Risk"
Decrease the percent of Long Term English Learners (LTEL) Baseline: 2016-2017 Results: 25.7% LTEL (6+ years) 2019-20 Results: 6%	12% of our English learners were LTEL

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Additional School Site English Language Development Support – English Learner Tutors	$159,421 LCFF (2100) Inst. Aide Salaries (3000) Inst. Aide Benefits	$150,143.69
(1) Bilingual Parent Engagement Specialist and (1) Bilingual/Homeless/Foster Liaison Clerk	$94,123 LCFF (2400) Classified Office Salaries (3000) Classified Office Benefits	$100,240.09
Teacher on Assignment ELA-ELD	$78,414 $39,207 LCFF Title I (1100) Certificated Salaries (3000) Certificated Benefits	$135,976.34
ELD Supplemental Instructional Materials	$40,000 LCFF (4300) Instructional Materials	$8,202.69

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
English Language Development (ELD) Teachers	$240,000 LCFF (1100) Certificated Salaries (3000) Certificated Benefits	$247,249.99

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 of the funds, for each action, were implemented during the 2019-2020 school year. For example, our district utilized our English Language tutors by providing Google Voice numbers for them in order to have communication with our students and families as well as provide academic support for our students. Also, our Bilingual Parent Engagement Specialist and Bilingual/Homeless/Foster Liaison Clerk provided support for our English Learner students and families to assist and support in communication, translation, academic, social-emotional, and technology support during the 2019-20 school year. In addition, our English Language Development teachers provided academic support for our students utilizing appropriate ELD supplemental instructional materials as well.

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

Some successes our district experienced were in Goal 4, Action 2 where our bilingual parent engagement specialist and bilingual/homeless/foster liaison clerk provided support for our families during the pandemic, such as technology supports and social-emotional supports and resources. On the other hand, some challenges our district had was connecting with some families and students in order to provide academic supports for students, especially our English Learner students with devices and internet access.

Goal 5

Basic Services:
- All teachers will be appropriately assigned and fully credentialed in the subject areas.
- Every pupil in the school district will have sufficient access to the standards-aligned instructional materials.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Williams Compliance Instructional Materials - students have access to standards-aligned curriculum Appropriately assigned, fully credentialed teachers Facilities will be in good repair Baseline: (2016-2017) 100% Williams compliance 2019-20: 100% Williams compliance	100% Williams compliance
Certificated Vacancies All Speech Language Pathologists (SLP) positions filled Baseline: 4 SLP vacancies 2019-20: No vacancies	No vacancies

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
California Content Standards Instructional Materials ELA, Math, Science and Social Studies	$450,000 LCFF (4300) Instructional Materials	$626,425.69
Recruit and retain qualified certificated and classified staff - SLP Incentive	$200,000 LCFF (1100) Certificated Salaries (3000) Certificated Benefits	$140,420.41
CTI New Teacher Induction	$71,400 LCFF (1100) Certificated Salaries (3000) Certificated Benefits (4300) Materials and Supplies (5800) Professional Development	$40,000.00

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 funds that were budgeted for Goal 5 were implemented during the 2019-20 school year. For example, instructional materials needed when schools closed were provided for students to participate in learning at home. Also, all Speech Language Pathologist positions were filled and our new teachers participated in the CTI program and received peer support as well.

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

Some challenges in implementing Goal 5 actions/services were caused to school closures due to the COVID-19 pandemic. For example, for Action #1, our district had to adjust our NGSS implementation work, and our teacher teams had to receive professional development and instructional support remotely. Some successes in implementing Goal 5 actions/services were receiving the appropriate instructional materials needed to support our students for the remainder of the 2019-20 school year.

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
1. Personal Protective Equipment (PPE) and Face Coverings Description: YCJUSD will provide PPEs as needed for employees based on specific job duties. In addition, students and staff will be provided face coverings and/or face shields as one strategy to help prevent the spread of COVID-19. (Learning Loss Mitigation Funds)	$150,000	$150,000	N

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
2. General Health and Safety Measures Description: YCJUSD will implement general health and safety measures to help prevent the spread of COVID-19. Safety measures include, but are not limited to, supplies to sanitize and clean the facilities, physical barriers, screening devices, signs, hand sanitizer supplies, wipes, gowns, and other related needs. (Learning Loss Mitigation Funds)	$925,000	$925,000	N
3. Additional Academic Services Description: Provide additional academic services for pupils, such as diagnostic assessments of pupil learning needs, intensive instruction for addressing gaps in core academic skills, additional instructional materials or supports, or devices or connectivity for the provision of in-classroom and distance learning. Provide integrated pupil supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, professional development opportunities to help teachers and parents support pupils in distance-learning contexts, access to school breakfast and lunch programs, or programs to address pupil trauma and social-emotional learning. (Learning Loss Mitigation Funds)	$1,000,000	$1,000,000	N

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

There were no substantive differences between the planned actions and budgeted expenditures for these specific actions.

Analysis of In-Person Instructional Offerings

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

During the 2020-2021 school year, we had successes as well as challenges. Certain successes were more contact and communication with some students and families, while other students found more challenges to engage in learning due to circumstances caused by the pandemic.

Student voice and feedback occurred with surveys and interviews with students during the second semester of the 2020-2021 school year and continues to be ongoing through feedback/engagement during Board of Education meetings, site administration surveys in preparation for the return to in-person

instruction, and through other avenues, such as student intervention team meetings and student leadership councils.

Some challenges in implementing in-person instruction was the schedule for parents; child care for parents; some families still afraid to send their children to in-person learning; and some families being displaced due to the pandemic. While, on the other hand, some families engaged right away back in in-person learning and were ready to have their students back at school in person.

Student surveys have provided input and suggestions not only for future pathways of student training in technology, but also for teacher technology training and professional development in how to access and use technology to help students learn. Student voice has driven the idea that the school, and school district, need to focus on the alignment of communication platforms. In addition, student responses have driven the idea for the offering of an expanded virtual learning platform in the future. Students have voiced that they have found that they have been more successful in learning virtually. Also, student voice has provided information on the need to expand student clubs and activities, expand student opportunities to learn outside of a typical classroom, provide students with experiences in which they can draw upon in order to understand what they are learning, and the need for intervention/tutoring opportunities. Students have expressed the need for increased social-emotional support and connection opportunities with teachers and peers.

Feedback from our student surveys and interviews includes the following:

"I think that going back to school full time would help with all students mentally and socially."
"We don't have to go to every class but I think that us only going to school two days a week if anything is making everybody miss going back full time and being able to actually talk and interact with other people."

Feedback from our certificated staff members' surveys and meetings includes the following:

"As an elementary teacher, my biggest concern is the social and emotional well being of our students. I strongly believe that YCJUSD needs to invest more money, time and personnel in our counseling program. We need a full time counselor at each site to address the significant issues our students are dealing with. Students are not able to focus, learn, or follow behavior expectations when they struggle with serious social and emotional issues. In the past, our counseling resources have been limited and student have and are suffering due to not receiving the help they need and desire."
"Adopt SEL Curriculum (Character Strong has been successful with elementary students this year and previous years having only PBIS was not enough)."
"Quality intervention curriculum and professional development (NOT Alludo). We need to hire more reading specialists and intervention specialists. Our students are not making enough growth, especially in math! We also need more behavior support from real people, not programs (like PBIS). For example, we need a full time counselor at EVERY elementary site and a full time AP to help support our student's social-emotional needs and discipline issues."

Feedback from classified staff members' surveys and meetings includes the following:

"The goals align very well with the state guidelines and seem both realistic and achievable." "I feel social emotional wellness should be a priority."

"Increase counseling services."
"For all of our students to be successful both academically and social-emotionally there needs to be a counselor or an AP at every school all day. The school district talks a big game about mental health but there is not a good implementation of resources to back it up. With the AP's at the elementary level being taken away and the counselors having to divide their time between sites, the district is only giving lip service to the importance of mental health issues and not actively trying to address the issue. Why do you think so many of our counselors retired this year? They were extremely overworked, under appreciated and not given the support to do their jobs effectively."
"I believe we can better help our students and stakeholders in the elementary level by having more support for the principals. One counselor 2 days a week is not enough help. We need an AP and a counselor for the day to day basis."
"Please continue the SEL, Character Strong Curriculum, it has been a great, valuable resource for my class. I believe this curriculum is helpful for all my students regardless of who they are. It gives all students the opportunity to grow and learn for their own social and emotional learning throughout the school year, and hopefully into their lives outside of school as well."

Feedback from our parent surveys and meetings includes the following:

"Get our kids back in school 100%!" "It's been over a year doing Distance Learning. It has been a struggle and I feel like my kids education is deteriorating or not up to standards. I feel they deserve. It's a constant struggle everyday."
"The school district need to be strong advocate to these students. Their reading, math mental health, and social skills are are going downhill."
"I want the District to re open the schools full time again. It is a shame that other county's have opened up full time."
"All schools should be open 100% for in person learning for the new 2020-2021 school year."

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1. Presence Learning (Preschool) Description: Presence Learning is a digital platform that provides resources and online assessments for our teachers, speech-language pathologists, and school psychologists to support our distance learning needs for our Early Childhood Education Center (ECEC) students. (Learning Loss Mitigation Funds)	$9,600	$9,600	N

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
2. Seesaw (Preschool-Grade 5) Description: Seesaw is a digital platform that builds family connections by engaging parents/guardians with their students' learning. This platform helps our teachers gain insight where our students' learning is as a checking for understanding or assessment tool where students can show learning. (Learning Loss Mitigation Funds)	$17,113.53	$17,113.53	N
3. Opening the World of Learning (OWL) (TK) Description: OWL curriculum helps students develop a foundation for success in Kindergarten with units based in science and social studies content. (Learning Loss Mitigation Funds)	$42,000.00	$40,082.83	N
4. Zearn (K-Grade 5) Description: Zearn allows online access to our district-adopted K-5 math curriculum for our students. (Learning Loss Mitigation Funds)	$17,500	$17,500	N
5. Literacy Footprints/Pioneer Valley Books (K-Grade 5) Description: Literacy Footprints is a digital library for guided reading instruction that includes research-based phonics instruction to foster small reading groups. (Learning Loss Mitigation Funds)	$17,325	$17,325	N
6. Freckle/Renaissance (TK-Grade 5) - costs included in Renaissance Learning Description: Freckle is being utilized as our elementary supplemental online curriculum support for English language arts, science, and social studies. It is a differentiated digital platform for students. (Learning Loss Mitigation Funds)	refer to Renaissance	refer to Renaissance	N
7. Renaissance Learning (TK-Grade 12) Description: Renaissance provides STAR Early Literacy, Reading, and Math assessments to measure literacy acquisition and math achievement. Also, STAR in Spanish provides assessments in early literacy, reading, and math assessments in Spanish to help support students at the beginning and developing levels of English language development. (Learning Loss Mitigation Funds)	$208,063.81	$208,063.81	N

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
8. Edgenuity (Grades 6-12) Description: Edgenuity online curriculum provides support through distance learning for our high school programs and independent study programs. (Learning Loss Mitigation Funds)	$147,465	$147,465	N
9. CommonLit (Grades 6-8) Description: CommonLit is a digital library that allows teachers and students access to various texts, virtual text annotation tools, and interim assessments. (Learning Loss Mitigation Funds)	$1,500	$1,500	N
10. Students of History (Grades 6-12) Description: Students of History is being utilized as a secondary supplemental online curriculum support that includes texts, assessments, and the capability to be added to teachers' Google classrooms. (Learning Loss Mitigation Funds)	$11,025	$11,205	N
11. ExploreLearning Gizmos (Grades 6-12) Description: Gizmos provides online learning simulations as a secondary science supplemental online curriculum support. (Learning Loss Mitigation Funds)	$23,332.50	$23,332.50	N
12. Music First (Grades 6-12) Description: Music First is a learning management system for music education that allows teachers to monitor students progress and create assignments, and allows students access to musical encyclopedias and digital portfolios. (Learning Loss Mitigation Funds)	$6,697	$6,697	N
13. Nearpod (TK-Grade 12) Description: Nearpod is a platform that allows teachers to create computer-based, interactive lessons. It also has the capability to include discussion boards, surveys, students reflections, quizzes, and 3D exploration. (Learning Loss Mitigation Funds)	$40,000	$40,000	N

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
14. Padlet (TK-Grade 12) Description: Padlet is a virtual bulletin board that allows for student collaborative note taking, poster presentations, and research gathering. Also, Padlet's sticky notes can have images, links, and videos. (Learning Loss Mitigation Funds)	$10,000	$10,000	N
15. Screencastify (TK-Grade 12) Description: Screencastify allows teachers to record, edit, and share videos. (Learning Loss Mitigation Funds)	$11,250	$11,250	N
16. Flipgrid (TK-Grade 12) Description: Flipgrid is a platform for teachers to record and share feedback with students through social learning. (Learning Loss Mitigation Funds)	No charge	No charge	N
17. GoNoodle (TK-Grade 5) Description: GoNoodle provides movement and mindfulness videos that can be used by teachers to increase student engagement and wellness. (Learning Loss Mitigation Funds)	$8,925	$8,925	N
18. EdPuzzle (Grades 6-8) Description: EdPuzzle is a tool to help teachers deliver their video lessons in their instruction for students. (Learning Loss Mitigation Funds)	$9,991.80	$9,991.80	N
19. Rocket Lit/InnerOrbit (Grades 6-8) Description: RocketLit provides science and history social science based reading articles that are leveled at each student's level. InnerOrbit is an inquiry-based science platform for students to interact with phenomenon and helps teachers create standards-aligned assessments. (Learning Loss Mitigation Funds)	$15,688	$15,688	N
20. Brain Pop (Grades 6-8) Description: Brain Pop is a tool that provides instrumental videos with short quizzes to support student engagement. (Learning Loss Mitigation Funds)	$6,365	$6,365	N
21. Kahoot (Grades 6-8) Description: Kahoot is a game-based online platform that allows teachers to create quizzes and learning challenges as assessments. (Learning Loss Mitigation Funds)	$5,016	$5,016	N

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
22. TurnItIn (Grades 9-12) Description: TurnItIn is a tool that checks for student plagiarism and reviews citations. (Learning Loss Mitigation Funds)	$11,223	$11,223	N
23. Perusall (Grades 9-12) Description: Perusall is a social learning platform for students for reading and annotation. (Learning Loss Mitigation Funds)	No charge	No charge	N
24. Alludo Description: Alludo is an online platform that provides professional development for staff. Content can be designed to meet individual needs. Staff interacts with the content and provides evidence of learning. (Learning Loss Mitigation Funds)	$23,000	$23,000	N

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 substantive differences between planned actions and budgeted expenditures were we learned we needed additional instructional supports to support our teachers and students. For example, Action #3 - Opening the World of Learning (OWL), Action #5 - Literacy Footprints/Pioneer Valley Books, and Action #8 - Edgenuity. In other words, we needed additional materials and licenses to meet students needs. Also, for Action #24 we added additional professional development opportunities through the Alludo platform during the school year in order to meet certificated and classified staff needs throughout the entire school year. All other planned actions or budgeted expenditures were implemented and/or expended.

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.

During the 2020-2021 school year, we had successes as well as challenges. For in-person instructional offerings, we collaborated with our Operations and Instruction Task Force teams with various stakeholders to plan and prepare safety protocols and instructional supports for the school year, for continuity of instruction. For example, our district was successful in providing computer devices and hot spots for our students, certificated staff, and classified staff, while some families had some technological difficulties, such as connectivity and signing into platforms.

More specifically, student surveys have provided input and suggestions not only for future pathways of student training in technology, but also for teacher technology training and professional development in how to access and use technology to help students learn. Student voice has driven the idea that the school, and school district, need to focus on the alignment of communication platforms. In addition, student responses have driven the idea for the offering of an expanded virtual learning platform in the

future. Students have voiced that they have found that they have been more successful in learning virtually. Also, student voice has provided information on the need to expand student clubs and activities, expand student opportunities to learn outside of a typical classroom, provide students with experiences in which they can draw upon in order to understand what they are learning, and the need for intervention/tutoring opportunities.

Feedback from our student surveys and interviews are as follows:

"What helps during Distance Learning is I can see my friends and teachers on computers and I'm doing really well on the computer."
"I think we should have 1 day of distance learning and the next day in person learning and keep on doing it like that."
"We should have all classes again in the morning not 3 in the morning and 3 in the afternoon. As well as making it optional if students would like to be distant learning then they can use the instructions and the student who will be on campus then they will learn with the teacher of course."
"I think they are doing a great job with this whole thing the pandemic has been a big issue and cant be solved but I think the schools are doing a good job with the whole thing."

Feedback from our certificated staff members' surveys and meetings includes the following:

"As an elementary teacher, my biggest concern is the social and emotional well being of our students. I strongly believe that YCJUSD needs to invest more money, time and personnel in our counseling program. We need a full time counselor at each site to address the significant issues our students are dealing with. Students are not able to focus, learn, or follow behavior expectations when they struggle with serious social and emotional issues. In the past, our counseling resources have been limited and student have and are suffering due to not receiving the help they need and desire."
"Adopt SEL Curriculum (Character Strong has been successful with elementary students this year and previous years having only PBIS was not enough)."
"Quality intervention curriculum and professional development. We need to hire more reading specialists and intervention specialists. Our students are not making enough growth, especially in math! We also need more behavior support from real people, not programs (like PBIS). For example, we need a full time counselor at EVERY elementary site and a full time AP to help support our student's social-emotional needs and discipline issues."

Feedback from classified staff members' surveys and meetings includes the following:

"The goals align very well with the state guidelines and seem both realistic and achievable." "I feel social emotional wellness should be a priority."
"Increase counseling services."
"For all of our students to be successful both academically and social-emotionally there needs to be a counselor or an AP at every school all day. The school district talks a big game about mental health but there is not a good implementation of resources to back it up. With the AP's at the elementary level being taken away and the counselors having to divide their time between sites, the district is only giving lip service to the importance of mental health issues and not actively trying to address the issue. Why do you think so many of our counselors retired this year? They were extremely overworked, under appreciated and not given the support to do their jobs effectively."

"I believe we can better help our students and stakeholders in the elementary level by having more support for the principals. One counselor 2 days a week is not enough help. We need an AP and a counselor for the day to day basis."
"Please continue the SEL, Character Strong Curriculum, it has been a great, valuable resource for my class. I believe this curriculum is helpful for all my students regardless of who they are. It gives all students the opportunity to grow and learn for their own social and emotional learning throughout the school year, and hopefully into their lives outside of school as well."

Feedback from our parent surveys and meetings are as follows:

"Create additional academic supports for all grade levels to help bring students up to where they should be after partial day/distance learning."
"The pace of the common core math module is very fast. Students are expected to absorb pretty difficult concepts at a very fast pace with the Engage NY math model. I can see how easy it is for students to fall behind. This year, with the addition of Zearn - I found it really helpful to revisit the lessons taught during the week with my child in Zearn. I hope Zearn continues to be used once regular schooling returns. As a parent I can revisit the lessons with my child and also understand myself how common core expects the math to be done."
"Get our kids back in school 100%!" "It's been over a year doing Distance Learning. It has been a struggle and I feel like my kids education is deteriorating or not up to standards. I feel they deserve. It's a constant struggle everyday."
"The school district need to be strong advocate to these students. Their reading, math mental health, and social skills are are going downhill."
"I want the District to re open the schools full time again. It is a shame that other county's have opened up full time."
"All schools should be open 100% for in person learning for the new 2020-2021 school year."

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1. Chromebooks/CDW Description: Chromebooks were purchased to provide students and staff devices to access distance learning. (Learning Loss Mitigation Funds)	$2,307,532.40	$2,307,532.40	Y
2. Technology Lab Workstations (including monitors) Description: Precision 3440 Small Form Factor workstations were purchased to provide students with devices to access distance learning. (Learning Loss Mitigation Funds)	$296,880.71	$296,880.71	Y

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
3. Google Enterprise/Amplified IT (Preschool-Grade 12) Description: Google Enterprise is an online tool that allows teachers to set up break out rooms in Google Meet, attendance taking functions in Google Meet, live streaming capabilities, and recording capabilities for their meeting and adding to their Google Drives.(Learning Loss Mitigation Funds)	$16,368	$16,368	N
4. Google Voice/Amplified IT Description: Google Voice is a telephone service that provides the ability to use phone numbers that are not tied to a device so calls can be placed and received from any device, anywhere without using personal phone numbers. (Learning Loss Mitigation Funds)	$92,742	$92,742	N
5. Kajeet (HotSpots) Description: Kajeet provides mobile hot spots for student connectivity for distance learning. (Learning Loss Mitigation Funds)	$353,478	$215,483.84	Y
6. TMobile (HotSpots) Description: TMobile provides mobile hot spots for student connectivity for distance learning. (Learning Loss Mitigation Funds	$120,000	$133,232.50	Y
7. Destiny Textbook and Resource Manager Description: Destiny Textbook and Resource Manager provides circulation management of textbooks and technology during distance learning. (Learning Loss Mitigation Funds)	$5,994	$5,994	N
8. High School Summer School Description: Our high school summer school program includes credit recovery at our comprehensive high school and community day school, and priority is provided to seniors. (Supplemental Concentration Grant Funds)	$120,000.00	ELO funds	Y

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

Some differences between planned actions and budgeted expenditures were we found we needed more devices and hot spots for students in Actions #1 and Actions #4. Also, we learned additional certificated and classified staff needed access to Google Voice in order to contact and communicate with district staff, school staff, students, and parents. In addition, High School Summer School was funded by the Expanded Learning Opportunity Grant. We also learned we needed to expand our summer school offerings beyond just high school. For example, Action #8, we will be expanding our summer programs TK-12 at every school this summer.

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.

During the 2020-2021 school year, we had successes as well as challenges. Some challenges were our students engaging in learning due to circumstances caused by the pandemic for students and their families during distance learning. In addition, another challenge was getting accurate student data through student assessment. For example, administering STAR ELA and math assessments virtually posed administration challenges for students and teachers. Therefore, it's challenging to use the data because it appears skewed due to testing conditions.

Specific successes were more contact and communication with some students and families, including English learners, Foster Youth, Low-income, students with exceptional needs, and students experiencing homelessness. Some successes with engagement identified by students were able to communicate with friends during virtual lessons that allowed them to feel connected. Challenges to engaging in learning identified by students related to technology and the lack of training on the tools/platforms expected to be used. In addition, the need to provide opportunities for engagement outside of the classroom, such as clubs and activities. Another success was the expansion of our summer school program to include TK-12 summer programs at every school. We met with our K-12 lead teacher team to evaluate our curriculum and instruction supports used throughout the current school year to determine the curriculum and instruction support for our TK-12 summer programs. Also, we incorporated counselors in our summer programs to implement a social-emotional learning curriculum, which was considered a success.

Throughout our TK-5 Jump Start summer sessions, 529 students attended our elementary schools and 160 students in grades 608 at our middle schools. Also, at our high school summer school programs, including our comprehensive high school, continuation high school, and community day school: 1867 students attended, 117 courses were offered in-person and online, and 7088.50 high school credits were earned. In addition, our district had 14 students graduate during the summer. Our summer program students demonstrated 48% for STAR Reading data and 33% for STAR Math data, which was an additional success.

Additional challenges in addressing pupil learning loss in 202-21 were related to contact and communication, and the lack of connectivity and experience with technology, to name a few.

The effectiveness of our efforts to address pupil learning loss for EL, LI, FY, students with exceptional needs, students experiencing homelessness, and all other students were captured in our student survey. In addition, students expressed their appreciation and efforts provided by the district during the pandemic to give time to connect with teachers and peers, opportunities for extra support. Finally, they shared their interest in having the district expand possible virtual learning platforms in the future.

Feedback from our student surveys and interviews are as follows:

"Student voice has provided information on the need to expand student clubs and activities, expand student opportunities to learn outside of a typical classroom, provide students with experiences in which they can draw upon in order to understand what they are learning, and the need for intervention/tutoring

opportunities."

Feedback from our certificated staff members' surveys and meetings includes the following:

"Recommend exploring and adopting a K-12 Next Generation Science Standards (NGSS) aligned curriculum for Science Instruction."
"Teachers recommend the addition of career technical education (CTE) courses and pathways to help students as they explore possible careers post high school graduation."
"Continued professional development opportunities both online and in-person in curriculum, standards, Positive Behavior Intervention Support (PBIS), and in intervention strategies to support students."
"Continue with Response to Intervention (RTI); continue to refine/grow the structure for alignment purposes at school sites."

Feedback from classified staff members' surveys and meetings includes the following:

"School wide AVID materials, tutors, field trips, trainings"
"Music and Art funding: instruments, funding for competitions/field trips"
"Career and STEM programs/training"
"Science and Social Studies Curriculum"

Feedback from our parent surveys and meetings are as follows:

"Giving support to teachers is the most important factor to our children's success. Common core is fine and everything, but unless our teachers have support, resources, and the freedom to teach each child in the best manner, the system will not work. We are here to support the educators."
"I would like to see more focus on pushing and challenging those children who are excelling, not just on those who are struggling."
"Making sure we continue to support all students and give as much help as needed as many students can feel left out. Reaching out and putting students first should always be a priority."

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.

Throughout the COVID-19 pandemic, educators have seen first-hand the social-emotional and mental health impact on students of not being at school in-person. Some students have regressed academically. Some have experienced melancholy and perhaps even depression. Others have had behavioral outbursts at home. The district’s team of site counselors and behavioral health counselors have countless stories to tell about the detrimental effects of kids being away from school sites and their peers. During formal and informal meetings with counselors and teachers, many have pointed to the fact that more students than ever are dealing with stress, high anxiety, depression, and other mental health conditions. This increase has been seen on many levels, from the increase in students asking to see a counselor, the increased

number of referrals going through Care Solace, and the higher number of students being seen by the district's in-house SEB (social-emotional and behavioral) intensive counseling program. Our data indicates Care Solace received 1244 inquiries from our families and staff, with the bulk of communications happening in February 2021 with 755 communication with Care Solace personnel and mental health providers in just February. Forty-eight percent of inquires came from adolescents, ages ranging from 12-17 years old and 33% adults, ages 18-64.

One notable accomplishment this school year is the delivery of the "Signs of Suicide" (SOS) suicide prevention program in grades 7-12. Despite many logistical and philosophical challenges doing these sensitive presentations online, the final groups received their presentations during the second semester. The first groups participated on March 8th, and the last classroom group finished on May 25th. Districtwide, 2,632 students participated out of 4,169 enrolled, constituting a 65% participation rate. Given that the program was delivered online, where students could self-select out of the opportunity by not attending, this should be seen as a worthy participation rate. Of the 2,632 who participated, 138 requested a one-on-one follow-up with a counselor, which they received the same day in most cases. The counselors who made these follow-up calls consistently reported that their intervention was meaningful, timely, and sometimes critical. These calls were made by our team of four (4) behavioral health counselors and seventeen (17) counselors. Families in these cases commended the district teams for making a difference with their struggling child.

The district monitored and supported staff's social and emotional well-being by creating opportunities to express their feelings and needs related to teaching in a distance learning environment. Also, the district provided a survey to capture staff input on needs related to professional development, quality interventions, and staffing.

Feedback from our student surveys and interviews are as follows:

"Students have expressed the need for increased social-emotional support and connection opportunities with teachers and peers."
"What helps during Distance Learning is I can see my friends and teachers on computers and I'm doing really well on the computer."
"I think we should have 1 day of distance learning and the next day in person learning and keep on doing it like that."
"We should have all classes again in the morning not 3 in the morning and 3 in the afternoon. As well as making it optional if students would like to be distant learning then they can use the instructions and the student who will be on campus then they will learn with the teacher of course."
"I think they are doing a great job with this whole thing the pandemic has been a big issue and cant be solved but I think the schools are doing a good job with the whole thing."

Feedback from our certificated staff members' surveys and meetings includes the following:

"As an elementary teacher, my biggest concern is the social and emotional well being of our students. I strongly believe that YCJUSD needs to invest more money, time and personnel in our counseling program. We need a full time counselor at each site to address the significant issues our students are dealing with. Students are not able to focus, learn, or follow behavior expectations when they struggle with serious social and emotional issues. In the past, our counseling resources have been limited and student

have and are suffering due to not receiving the help they need and desire."
"Adopt SEL Curriculum (Character Strong has been successful with elementary students this year and previous years having only PBIS was not enough)."
"Quality intervention curriculum and professional development. We need to hire more reading specialists and intervention specialists. Our students are not making enough growth, especially in math! We also need more behavior support from real people, not programs (like PBIS). For example, we need a full time counselor at EVERY elementary site and a full time AP to help support our student's social-emotional needs and discipline issues."

Feedback from classified staff members' surveys and meetings includes the following:

"The goals align very well with the state guidelines and seem both realistic and achievable." "I feel social emotional wellness should be a priority."
"Increase counseling services."
"For all of our students to be successful both academically and social-emotionally there needs to be a counselor or an AP at every school all day. The school district talks a big game about mental health but there is not a good implementation of resources to back it up. With the AP's at the elementary level being taken away and the counselors having to divide their time between sites, the district is only giving lip service to the importance of mental health issues and not actively trying to address the issue. Why do you think so many of our counselors retired this year? They were extremely overworked, under appreciated and not given the support to do their jobs effectively."
"I believe we can better help our students and stakeholders in the elementary level by having more support for the principals. One counselor 2 days a week is not enough help. We need an AP and a counselor for the day to day basis."
"Please continue the SEL, Character Strong Curriculum, it has been a great, valuable resource for my class. I believe this curriculum is helpful for all my students regardless of who they are. It gives all students the opportunity to grow and learn for their own social and emotional learning throughout the school year, and hopefully into their lives outside of school as well."

Feedback from our parent surveys and meetings are as follows:

"Create additional academic supports for all grade levels to help bring students up to where they should be after partial day/distance learning."
"The pace of the common core math module is very fast. Students are expected to absorb pretty difficult concepts at a very fast pace with the Engage NY math model. I can see how easy it is for students to fall behind. This year, with the addition of Zearn - I found it really helpful to revisit the lessons taught during the week with my child in Zearn. I hope Zearn continues to be used once regular schooling returns. As a parent I can revisit the lessons with my child and also understand myself how common core expects the math to be done."
"Get our kids back in school 100%!" "It’s been over a year doing Distance Learning. It has been a struggle and I feel like my kids education is deteriorating or not up to standards. I feel they deserve. It’s a constant struggle everyday."
"The school district need to be strong advocate to these students. Their reading, math mental health, and social skills are are going downhill."

"I want the District to re open the schools full time again. It is a shame that other county's have opened up full time."
"All schools should be open 100% for in person learning for the new 2020-2021 school year."

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.

During the 2020-2021 school year, we had successes as well as challenges. Certain successes were more contact and communication with some students and families, while other students found more challenges to engage in learning due to circumstances caused by the pandemic. For example, some students have moved out of state and still trying to engage in distance learning, some students find it difficult to engage in distance learning because they have to care for siblings, or they have to work during this time as well in order to support their family. Our district's reengagement teams have had some success when visiting students' homes to provide support as well.

YCJUSD's plan for tiered re-engagement strategies included three tiers of intervention. Tiers one and two were managed by school sites. Tier one strategies are universal responses to student absences. Tier 2 strategies are implemented with students and families who do not respond favorably to tier one. When tier 2 strategies are not successful in improving attendance and engagement, the school refers the student and family to tier 3. Tier 3 is the most intensive stage of intervention and is the role of our SARB this year. Our district developed the following district-wide tiered attendance and reengagement strategies:

Tier 1 Strategies
-Daily dialer for all A codes
-Verify Parent/Guardian Contact Information
-At least one phone call attempt from one of the student's assigned teachers after the 3rd consecutive day of absence or if the student misses 60% of the school days in a given week.
-Weekly attendance data analysis by counselors and/or administrators
-Additional considerations to strengthen Tier 1 supports: Utilizing additional support staff to regularly check in with students, outreach using text messaging and/or social media, and site-based attendance incentive and recognition programs.

Referral from Tier 1 to Tier 2
Students who have all 'A' attendance codes for three consecutive days or 60% of a given week will be referred to Tier 2 following at least one phone call attempt from one of the student's assigned teachers. Administrators may admit additional students into Tier 2 on a case-by case basis provided that the Tier 2 caseload does not exceed 15% of the school's enrollment. The procedure for referral from Tier 1 to Tier 2 will be a site-based decision.

Tier 2 Strategies
Students in Tier 2 will continue to receive Tier 1 supports, and:
-At least three phone call attempts from a counselor, administrator, and/or other member of a school site Tier 2 intervention team:
*Ensure students have proper materials and resources (device, connectivity, etc.) and health resources

(mental and physical)
*Identify any additional barriers to engaging in distance learning
*Make referrals as appropriate
-Truancy letters at the 3rd and 9th days of unexcused absence.
-Student Engagement and Care Team (or similar)
*This type of intervention at the Tier 2 level is highly encouraged. The team consists of school employees who mobilize into the community by doing home visits and/or setting up booths in accessible public areas to provide resources and information. Team members are expected to operate in groups of at least 2 people for safety reasons. Utilization of law enforcement is not an appropriate measure for this type of team.

Resource for designing Tier 2 intervention: https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/monitoring-attendance-in-distance-learning/

For a sample Tier 2 monitoring tool, click here:
https://docs.google.com/spreadsheets/d/1ME8Y9rlBaGv6e9GZQO2p7lYXWUrF3Py6btDoJch5m-k/edit?usp=sharing
This monitoring tool is for school site use and may be replaced or modified at the discretion of the school's Tier 2 team.

Documenting Tier 2 Interventions in Aeries

In the "Interventions" screen, Input the following information:
-Grade level
-Code: Attendance
-Disposition: Distance Learning Reengagement
-Level: Tier 2
-Comments: Description of intervention. For example, "left voicemail for parents and additional contacts"

Referral from Tier 2 to Tier 3
Students should stay in Tier 2 as long as there is evidence that the interventions are resulting in improved attendance and/or engagement. Referrals to Tier 3 will be made by each school's Tier 2 team using Google Forms.

The form will require the referring school to list interventions and outcomes from Tiers 1 and 2, as well as other pertinent information, such as homeless or foster youth identification, special education considerations, etc.

Tier 3 Strategies
YCJUSD's School Attendance Review Board (SARB) will function as the Tier 3 Intervention Team. The team consists of school and district administrators, school resource officer, behavioral health counselor, and community liaison. Interventions may include, but not be limited to:
-Home visits
-Collaboration with outside agencies (counseling, probation, etc.)
-Attendance contracts

Throughout this school year, YCJUSD's School Attendance Review Board (SARB) continued to meet regularly in an effort to bring about improvement in our district's most challenging cases of student attendance and engagement. Like so many other aspects of our work, SARB has made significant adjustments to its operating procedures this year. With the passage of SB 98 last summer, school districts were required to support students in distance learning by developing tiered reengagement strategies for students who were not engaging in any part of distance learning for specified amounts of time. These re-engagement strategies included outreach from the school to determine pupil needs including connection with health and social services as necessary and, when feasible, transitioning the pupil to full-time in-person instruction.

YCJUSD's SARB has received 91 referrals from our schools to intervene with student attendance and engagement challenges. Of those 91 referrals, 50 students demonstrated at least a slight improvement in their attendance and engagement rates. Thirteen students showed no change, and 28 students have regressed. Furthermore, we were able to maintain some sort of contact with all 91 students during distance learning. Interventions have ranged from technology support and school supplies to connecting students with mental health services and food security supports. The SARB has also helped to facilitate transfers to alternative education or independent study.

Analysis of School Nutrition

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

During the 2020-2021 school year, we had successes as well as challenges. We started the school year coming from serving for five months a pandemic driven, child feeding program (Summer Seamless Feeding Option - SSO). We were providing curbside / drive through meal packs containing 14 meals at two sites once a week for free to all children 18 years and younger. That came to a stop when we started the new school year in August 2021. Initially we were not allowed to continue the free program; instead we were to provide these meal packs to student families depending on their free, reduced or paid meal status through the NSLP. Free to our free and reduced students and at a charge for our paid students. This meant that we had to verify all student eligibility status as their families drove up to receive the meal packs. This was one of the most challenging parts of 2020-21. We were relieved that USDA allowed us to return to the SSO program by September. We expanded the curbside program to three sites and kept it to once a week distribution. We also added a second meal program, Child and Adult Care Feeding Program (CACFP) along with SSO which allowed us to provide 28 meals per child. With this addition, we provided a bulk meal pack which was more creative and useful to families. It also included 35 servings of fruit and vegetables in which much of the time they were locally harvested produce selections. We served an average of 2,600 meal packs per week. When students were able to come on campus through cohort groups and hybrid programs our efforts then were not only these curbside meals but breakfast and lunch to students on campus. Challenges were many as we navigated through the unknown to give our communities the best meal options and food selections. To name a few, lack of storage space, moving large volumes of food, food chain supply shortages and lack of staffing and keeping the morale high. However our successes were that as a team, our department with the district's support, we found solutions to all of our challenges. All in all we served over 3.2 million meals during the pandemic months. A great deal of gratitude goes to our Child Nutrition staff who were essential workers by many definitions.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contribut
Mental Health and Emotional and Social Well Being	(4) Elementary School Counselors Description: Elementary school counselors provide academic, social, emotional, and behavioral support for students. (Supplemental Concentration Grant Funds)	$577,064	$577,064	Y
Mental Health and Emotional and Social Well Being	(2) Middle School Counselors Description: Middle school counselors provide academic, social, emotional, and behavioral support for students. (Supplemental Concentration Grant Funds)	$314,901	$314,901	Y
Mental Health and Emotional and Social Well Being	OVEC Counselor Description: The community day school counselor provides academic, social, emotional, and behavioral support for students. (Supplemental Concentration Grant Funds)	$138,118	$138,118	Y
Mental Health and Emotional and Social Well Being	Care Solace Description: Care Solace is an organization that provides support with mental healthcare coordination to support behavioral and mental healthcare referrals for students, families and staff members. Care Solace equips school districts with a web-based tool that makes it easier for students, families and staff to connect with mental healthcare resources and providers in their communities. (Supplemental Concentration Grant Funds)	$ 8,500	$ 8,500	Y

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contribut
Mental Health and Emotional and Social Well Being	Community Liaison Description: Our community liaison supports our schools by increasing community engagement, connects students and families with community resources, creates post-secondary plans with students, connects students with regional vocational programs and job training opportunities, conducts career-readiness workshops, provides financial aid application workshops, conducts community college application workshops, and provides work-based learning opportunities for students (Supplemental Concentration Grant Funds)	$50,386	$50,386	Y
Mental Health and Emotional and Social Well Being	(1) Bilingual Parent Engagement Specialist and (1) Bilingual Homeless/Foster Liaison Clerk Description: The Bilingual Parent Engagement Specialist coordinates communication, parent-involvement activities, and parent resources to support their students' learning with teachers, parents/guardians, school administrators, and community members. The Bilingual Homeless/Foster Liaison Clerk is a communication link between our schools and community and supports our schools with translation services to increase communication and involvement. (Supplemental Concentration Grant Funds)	$113,280	$113,280	Y

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

There were no substantive differences between the planned actions and budgeted expenditures for these specific actions.

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.

Our team is reviewing data and working with our stakeholder teams on what we learned this year. Through our work together, we are asking our stakeholder teams, including certificated staff, classified staff, parents, and students what we should keep doing, what we should keep doing but change, and what we should stop doing. For example, our K-12 lead teacher team's outcomes demonstrate the need to continue to utilize the majority of our curriculum, instruction, and technology supports. Our feedback and

reflection practices are aligned to our district goals and development of our 21-24 LCAP goals in order to prioritize our work. This year's work has allowed our team to refocus and reprioritize our goals and our work has been informed by our stakeholder feedback through meetings and survey data.

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 are using quantitative and qualitative data to assess our students' unfinished learning. For example, for our TK-12 summer programs, we are using assessment data and qualitative data to identify and support students who have the opportunity to attend one or all of our summer sessions. Our programs are designed to address academic and social-emotional support this summer. We are identifying English learners, foster youth, low income, students with disabilities, ethnic subgroups of students, and students who can benefit from attending for social-emotional support. Our summer sessions are designed to "jump start" our students into the next grade level in order to prepare them for the 21-22 school year. In addition, the student data from our summer programs will be utilized in student placement in classes next year as well as providing teachers with data going into the next school year and guiding lesson development on areas of need.

Throughout our TK-5 Jump Start summer sessions, 529 students attended at our elementary schools and 160 students attended in grades 608 at our middle schools. Also, at our high school summer school programs, including our comprehensive high school, continuation high school, and community day school: 1867 students attended, 117 courses were offered in person and online, and 7088.50 high school credits were earned. In addition, our district had 14 students graduate during the summer. Our summer program students demonstrated 48% for STAR Reading data and 33% for STAR Math data.

At the end of our Jump Start and Summer School programs, a brief survey was sent to our teachers, administrators, counselors, and instructional aides to receive their feedback on the following questions:

Question #1:
What positive results or benefits did you observe with students attending these programs?

Question #2:
What challenges or issues did you encounter with students?

Question #3:
What support systems, if any, are needed which would benefit students starting school this fall?

Out of 162 staff recipients, I received 40 responses, resulting in a 24% response rate.

The major themes that emerged from the questions were excitement from staff and students; students' social skills; and social-emotional learning. The following excerpts from the data reveal the themes:

Question #1
"Students were excited to communicate with each other face to face again. They loved working in groups and just being on campus again. It was also great to see students from PV and MV getting to know one another and building friendships. Students were engaged in the material being taught in the classrooms

and were participating in the lessons. Teachers worked hard to make the instruction meaningful and relevant, while also taking into account how different the past year was for our students. The support of the additional staff (SpEd teachers, speech, counselors) was also a HUGE help for students as some of them came back on campus for the first time in a year and a half."

"I enjoyed seeing and interacting with students on a daily basis. I had one girl tell me she was so happy to do math on paper, that she didn't care how long it took her, as long as she didn't have to do anything on a computer again. It meant a lot to hear that she was willing to learn and go through the process."

"It was the best experience of my career in the classroom. 100% of my students worked their butts off 5 hours a day on math and I had students who failed this math class. Some freshmen, sophomores, juniors and even seniors. They were engaged, and worked to correct mistakes. They worked individually, in small groups and in pairs. Students were sweet and caring and very ready to help each other. I did not lose one kid the whole semester! I was so proud of them and the only two students who I felt did not have full grasp of a majority of the material were my two students on IEP's who had accommodations to support their struggle."

Question #2
"I am the Special Education Inclusion teacher for the 3rd session. . .I love what I've seen so far. Children are engaged in every classroom. Because I am at all of the elementary sites and at different times, I see a variety of learning environments. The students are receiving quality learning opportunities integrated with stimulating and engaging activities. I am so blessed to be a part of this program! My biggest challenge is being able to spend enough quality time at each of the sites."

"The biggest benefit I saw was the student's interacting with each other and being pushed a bit out of their comfort level. I was surprised by how reluctant some students were to be silly and have fun. It made me realize that many of them haven't been pushed out of their comfort zone for over a year. I think Jumpstart will help them have a leg up when we come back."

"Minor behavior issues. Lack of social skills. Students would put their head down when they felt overloaded...this happened often."

Question #3
"Flexibility in the curriculum expectations to support the loss of 18 months of in-person instruction."

"I think the biggest support students are going to need is practice interacting and a safe place to come out of their shells. Teachers can help by embedding SEL type activities throughout their day. We have Character Strong at the elementary level, which will work well with that!"

"PBIS [Positive Behavioral Interventions and Supports] is absolutely necessary! Teachers need to be prepared with a toolbox of strategies to deal with behavior. Assessments will need to drive instruction. We have to focus on improvement and positive experiences for the students."

In the upcoming weeks, STAR data will be shared from our summer programs as well as a baseline

moving into the 2021-22 school year with a focus on data and assessments to align with our cohesive curriculum and instructional practices in order to effectively evaluate our instructional programs and practices.

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.

By analyzing quantitative and qualitative data and receiving feedback from our teams, we found the need for additional social-emotional support for our staff and students' mental wellness. Also, our plan involves specifically targeting our English learners, foster youth, low income in order to support our students with not just academic needs but social-emotional support as well. There were no 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.

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.

When analyzing student outcomes, our district understands the importance of student success, not just academically, but socially and emotionally as well. Our analysis of systems and alignment of practices and procedures shows a need to align our systems in order to increase student achievement.

Our reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan highlight the focus on the following learning elements: 1. Devices and connectivity - Student access to devices and internet connectivity; 2. Cohesion in learning and delivery - Relevance and rigor of the core curriculum and instruction, district-adopted curriculum, online curriculum supports, assessments, and learning platforms; 3. Collaboration - Meaningful collaboration between administrators, teachers, classified staff, parents, and students to improve outcomes for students; and 4. Targeted student support and intervention - supports and instruction for students who need additional support and/or social and emotional support.

Throughout the 2020-21 school year, the data collection and analysis process has guided our development of the 2021-2024 LCAP. Our district regularly evaluated practices that proved effective and not effective through quantitative and qualitative data analysis, including, assessments, observations, meetings, survey data, and empathy interviews with various stakeholders, such as district administrators,

school administrators, teachers, counselors, classified staff, students, and parents.

Our team has been reviewing data and working with our stakeholder teams on what we learned this year. Through our work together, our collaboration with our stakeholder teams has been impactful. This year's work has allowed our team to refocus and reprioritize our goals.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used

to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in

monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning,

monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Yucaipa-Calimesa Joint Unified	Dr. Jaime Anderson Assistant Superintendent, Educational Services	jaime_anderson@ycjusd.us 909-797-0174 x5816

Plan Summary 2021-24

General Information

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

The Yucaipa-Calimesa Joint Unified School District (YCJUSD) is located in the foothills of the San Bernardino Mountains at the eastern edge of the Inland Empire. Our school district serves approximately 8,119 students in 12 schools and serves a diverse student population, which includes 47.8% White, 46.8% Hispanic, 1.2% African American, 1.2% Asian, 0.5% American Indian, 0.6% Filipino, 0.2% Pacific Islander, 1.2% Two or More Races. Unduplicated student subgroups percent enrollment is 57.4% Socioeconomically Disadvantaged (SED), 7.8% English Learners, and Foster Youth 1.2%.

YCJUSD employs over 932 certificated and classified staff. Yucaipa-Calimesa Joint Unified serves all students by providing a well-rounded educational experience. Our schools include six (K-5) elementary schools, two (6-8) middle schools, one (K-8) district dependent charter school, one (9-12) comprehensive high school, one continuation high school, and one community day school.

The LCAP supports our district's purpose and mission:

Our Purpose: "To Make a Difference in the Life of Each Child"

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

Reflections: Successes

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

Yucaipa-Calimesa Joint Unified School District has analyzed district data and has identified the following areas as those of greatest progress based on the California Dashboard and local data:

*Technology access (computer devices and hot spots) - our district was able to purchase computer devices and hot spots for students to have access for learning at home.

*Access and availability of staff - our school and district administrators and classified staff performed home visits to support students' academic, social-emotional, and unique needs to provide support and ensure our students have access to learning. By using Google Voice, our certificated and classified staff was able to communicate more effectively with students and parents.

Our technology teacher-on-assignment, computer resource assistants, computer system analyst, data control technician, and technology support specialist assists our teachers and staff at the district office and schools with technology assistance. YCJUSD implemented a schedule where our computer resource assistants rotate amongst our schools and HELP desk for students, parents/guardians, and staff to provide technology support. Our bilingual parent engagement specialist and bilingual liaison, and other district district staff help to support our Spanish-speaking families to have access to devices and connectivity to support distance learning. Certificated and classified staff at our schools provided support for our students and parents needs in order to support our students' learning. Our teachers provided office hours to assist students with targeted support as well as be available for students to ask questions and/or check in.

*Cohesion in learning and delivery - our certificated and classified instructional teams collaborated to streamline cohesion and consistency of curriculum and instructional supports for all students.

*Collaboration - during the summer of 2020, our Operations and Instruction Task Force Teams consisted of smaller focus groups within each task force that consisted of various certificated and classified personnel, including administrators, teachers, instructional aides, custodians, campus monitors, child nutrition workers, secretaries, and YCEA and CSEA union presidents. The Operations Team provided feedback that was categorized into the following focus groups: Control Measures, Communication, Personal Protection Equipment (PPEs), Physical Distancing, Sanitation, Screening, and Special Education. The Instruction Task Force Team provided feedback that was categorized into the following focus groups: Communication, Instruction/Accountability, Logistics, Online Learning, Social Emotional Learning, and Special Education.

Task force teams and lead teacher teams collaborated regularly throughout the school year in order to monitor progress and adapt to student and staff needs. For example, our team found our special education students needed additional supports for math intervention, and we collaborated to provide the proper math intervention supports in a cohesive manner for students. Also, our K-12 lead teacher team and school administrators performed student empathy interviews during the school year to incorporate student voice in evaluating our practices and procedures. Our Superintendent held bi-weekly parent advisory meetings, such as English learner parents, general education parents, and special education parents and responds in the meetings personally. In addition, our Superintendent answers the district

email messages and follows up with families to ensure they received the support they need.

*Social and emotional support - YCJUSD staff members have been trained to provide virtual Youth Mental Health First Aid training to any YCJUSD staff, and will provide these trainings at least four times during the 2020-2021 school year. Youth Mental Health First Aid teaches adults to recognize the signs and symptoms of youth experiencing mental health challenges. Much like with traditional medical first aid, Youth Mental Health First Aid trains participants to offer immediate support for a person experiencing a crisis, and connect the person with professional help as appropriate.

Our district developed procedures for our students' social-emotional and behavior supports, for example, an e-Wellness referral and teacher questionnaire as part of our referral process with our district's social-emotional behavioral counselors. Our behavioral health counselors developed a guide for teachers for a SEL Tier 1 Toolkit. Our district's Social-Emotional & Behavioral (SEB) team will provide ongoing Tier II and Tier III counseling support for students, via online check-ins and therapy sessions. The SEB team will also work with families to be sure they are accessing appropriate community resources that can help the family unit cope with the effects of the COVID-19 crisis.

Our district provided Signs of Suicide presentations. Signs of Suicide is the suicide prevention program we offered to all students in grades 7-12. This was a considerable undertaking in the distance learning environment, and it would not have been possible without the collaboration of many teachers, counselors, administrators, and our partners at South Coast Community Services. Signs of Suicide was presented in 137 classes during second semester at all middle schools and high schools. Student data was collected by our behavioral health counselors throughout the program. The 2,531 students who completed the presentation also submitted a follow-up survey at the end. The survey asked if the student wanted to speak with someone about themselves or a friend. One hundred thirty-five (135) students asked to speak with someone. These calls were made by our team of four (4) behavioral health counselors and seventeen (17) counselors.

Social-Emotional Learning curriculum - our elementary counselors and middle school counselors implemented Second Step and Character Strong curriculum. Also, our elementary counselors developed a scope and sequence to be implemented district wide at all elementary schools during 21-22 school year to enhance our SEL support for our students.

*Staff training - this year our district provided professional development on the strategies and supports needed to deliver high quality instruction and on the the district's learning management system to provide students access to learning grounded in the essential standards. Our certificated, classified, and substitute teachers were provided with self-paced, online choice-driven professional development. Also, we will continue this support into the 21-22 school year for all certificated, classified, and substitute teachers.

*Chronic Absenteeism
When analyzing data using CALPADS, our district's chronic absenteeism rates have decreased significantly this year.

2018-2019 - 13.04%
2019-2020 - 13.74%

2020-2021 - 12.83% (not certified)

*Suspension
When analyzing data from CALPADS, our district's suspensions and expulsions rates have decreased significantly this year.

Suspensions
2019-2020 - 392
2020-2021 - 15

Expulsions
2019-2020 - 10
2020-2021 - 0

In order to maintain the bright spots and continue progress, our district will continue with frequent meetings and collaboration with stakeholder groups to have frequent dialogue in order to have progress monitoring and make any necessary changes and adapt in order to meet our students' needs. In addition, our plan is to utilize qualitative and quantitative data throughout the school year in order to efficiently evaluate our programs and prioritize funding in future planning.

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.

Yucaipa-Calimesa Joint Unified School District has analyzed district data and has identified the following areas as those of greatest progress based on the California Dashboard and local data:

*Communication - although our collaboration has improved throughout this year, communication is still a significant need with various stakeholders. Based on feedback from our stakeholder groups, the information, modes of communication, and ability to reach our stakeholders has been a challenge. Therefore, our district has implemented a Public Information/Communication Specialist, and we are working with our stakeholder groups to increase two-way communication in a more efficient way.

*Engagement - even though we implemented reengagement teams during this year, and they were successful to a certain point, we still had numerous students who had academic, social-emotional, and personal challenges that posed as barrier to their learning this past year. Therefore, our teams are working on improving and implementing academic and social-emotional supports for students and families to increase student success.

*English Language Arts
When analyzing data from the CA Dashboard, our district's English Language Arts (ELA) scores are in the Orange level, indicating 49% of our students met or exceeded ELA standards. Also, 41% of Foster Youth students met or exceeded ELA standards; 39% of Low Income students met or exceeded ELA

standards; 13% of English Language Learners met or exceeded ELA standards; 15% of Students with Disabilities met or exceeded ELA standards

*Math
When analyzing data from the CA Dashboard, our district's Math scores are in the Orange level, indicating 36% of our students met or exceeded Math standards. Also, 27% of Foster Youth students met or exceeded Math standards; 25% of Low Income students met or exceeded Math standards; 9% of English Language Learners met or exceeded Math standards, 11% of Students with Disabilities met or exceeded Math standards.

In order to address our areas of improvement, our district has focused on grade-level and content standards and aligned district-adopted curriculum and supports. Also, our district findings indicated a significant variance in instructional practices and assessments; therefore, we are in the process of aligning instructional practices and assessments to increase collaborative processes and data analysis to guide instructional practices.

LCAP Highlights

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

In order to adequately meet our students' needs, our district has revised our LCAP goals for the 21-24 LCAP. Below is a summary of the activities for each of the areas of LCAP:

Pupil Outcomes
Goal 1: Increase the relevance, rigor and consistency of the curriculum and instruction of the Common Core State Standards
Goal 2: Close the identified achievement gap by providing targeted additional support to meet the needs of students who are not meeting standards in the core instructional program.

Programs that began in 2020/2021:

*Additional devices for students and teachers at home
*Hot spots for students and teachers
*Professional development through an online platform (Alludo)
*Supplemental online curriculum supports

Ongoing programs/initiatives in this area include:

•Advancement Via Individual Determination (AVID) Program and Tutors

•Community Day School Counselor

•Computer Resource Assistant Support

•Credit Recovery Teachers

•CTI New Teacher Induction

•Data/Network Technician

•English-Language Arts/English-Language Development Teacher on Assignment

•Elementary Library Technicians

•Elementary PE Teachers

•Elementary Reading Specialists

•Elementary School Targeted Intervention Specialists

•Elementary STEAM Teachers

•Elementary Curriculum Teacher on Assignment,

•English Language Development (ELD) Teachers

•English Learner Tutors

•Instructional Aides

•Additional Instructional Technology Support

•National Institute of School Leadership (NISL)

•Personalized Learning Teachers

•Secondary Curriculum Teacher on Assignment,

•Special Projects Director

•Special Education Plan (SEP)

•Supporting Inclusive Practices (SIP)

•Visual and Performing Arts Program Support

•WestEd (K-12 Alliance)

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

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

Programs that began in 2020/2021:

•Career Technical Education (CTE) Credentialing

•California College Guidance Initiative (CCGI)

Ongoing programs/initiatives in this area include:

•Dual Enrollment Agreement with Crafton Hills College

•CTE Pathways

Engagement
Goal 5: Implement measures to foster positive school environments and support students.
Goal 6: Establish family and school partnerships that build solid relationships between school and family.

Programs that began in 2020/2021:

•Youth Mental Health First Aid Trainings

•Additional Elementary Counselor

•Additional YHS/YCA Counselor

•Social and Emotional Learning (SEL) Curriculum

•Social and Emotional Learning (SEL) Supports

Ongoing programs/initiatives in this area include:

•Attendance Support Clerk.

•Behavioral Health Counselors (BHCs)

•Bilingual Homeless/Foster Liaison Clerk

•Bilingual Parent Engagement Specialist

•Care Solace

•Community Liaison

•Elementary School Counselors

•Family Learning Center

•Middle School Counselors

•Positive Behavior Intervention and Supports (PBIS)

•Program Specialist

•Where Everybody Belongs (WEB) Program

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

Stakeholders provide a critical component into the development of the Local Control Accountability Plan (LCAP) for the Yucaipa-Calimesa Joint Unified School District (YCJUSD). YCJUSD recognizes that our stakeholders are our educational partners and journey with us regarding the education of our shared students. With this philosophy in mind, there is a need to reach out to, engage and consult, including providing for student voice, as many stakeholder groups as possible in an ongoing, meaningful format. We accomplish this through a variety of engagement strategies, which are ongoing during the school year and increase in the spring when the LCAP is under development in order to increase feedback and provide current input into the LCAP development process.

1. Superintendent-Parent/Community Advisory Task Force (for all subgroups of students - continuous throughout the year with monthly meetings) (4/16/21)
2. Superintendent-English Learner Parent Advisory Task Force (4/19/21)
3. Special Education Superintendent's & Executive Director Student Services: Parent Focus Group (Fall 2020)
4. District English Language Advisory Committee (DELAC) (4/30/21)
5. K-12 Lead Teachers' Network (ongoing since summer 2020)
6. CSEA and YCEA Bargaining Unit consultation (CSEA 4/21/21) (YCEA 5/4/21)
7. School Site Council (SSC), English Language Learner Committee (ELAC), Parent-Teacher Groups(PTA), and other site level advisory groups engagement via site Administrators (ongoing)
8. Student Voice, Engagement and Feedback (surveys) (4/15/21)
9. Virtual Town Hall LCAP input meetings with community and stakeholder groups (ongoing)
10. Site level consultation with stakeholder groups (ongoing)
11. SELPA Consultation (4/16/21 and 5/20/21)
12 Certificated (YCEA) Input and Feedback via survey (4/28/2021)
13. Classified (CSEA) Input and Feedback via survey (4/28/2021)
14. Parent/Guardian Input and Feedback via survey (4/20/2021)
15. Administrator Feedback (District, Principals, and Assistant Principals - weekly leadership meetings)

Our Superintendent has held regular parent advisory meetings (General Education/all-subgroups parent task force, English Learner parent task force and Special Education parent focus group) in order to gather input and have dialogue regarding current progress and needs for students and families with parent and community groups throughout the school year. Therefore, our district has met our statutory requirement to meet with parents of English learners, low-income, and foster youth as they are a required stakeholder group, including principals along with administrators. Our advisory groups' key feedback this school year has helped to guide the development of the LCAP in determining the needs for future parent/family education classes as a part of the Family Learning Center; the design and needs for the return of in-person learning and curriculum development to help meet the continuing and future needs for both in-person and distance learning.

Virtual 2021-2024 LCAP meetings to review LCAP goals and seek feedback in the attainment of these LCAP goals were held during the months of April and May 2021 with all parent advisory and community task forces groups, including English Learner-Special Education-General Education advisory groups. Bargaining unit consultations were held with both Yucaipa Calimesa Educators Association (YCEA) and Classified School Employees Association (CSEA) groups.

Student voice and feedback occurred with surveys and interviews with students during the second semester of the 2020-2021 school year and continues to be ongoing through feedback/engagement during Board of Education meetings, site administration surveys in preparation for the return to in-person instruction, and through other avenues, such as student intervention team meetings and student leadership councils.

Consultation with school administrators has occurred on a weekly basis with regards to LCAP goal development and ideas for student achievement with additional separate surveys and meetings occurring in May 2021. Overall, there continued to be ongoing bargaining unit, teacher and other school personnel, and SELPA consultation, and this ongoing feedback has been incorporated into the development of the LCAP as well. Public hearing was held on June 15, 2021, and the LCAP was adopted on June 22, 2021.

A summary of the feedback provided by specific stakeholder groups.

Several ideas, trends and input emerged from an analysis of the feedback received from stakeholders through various advisory types of meetings, surveys, and other interactions, such as virtual town hall meetings. In the analysis of these stakeholder feedback data sets, trends and other inputs emerged as follows:

STUDENTS:
-Student surveys have provided input and suggestions not only for future pathways of student training in technology, but also for teacher technology training and professional development in how to access and use technology to help students learn.
-Student voice has driven the idea that the school, and school district, need to focus on the alignment of communication platforms.
-Student voice has driven the idea for the offering of an expanded virtual learning platform in the future. Some students have voiced that they have found that they have been more successful in learning virtually.
-Student voice has shared that the type of device matters, such as the size of a laptop screen or the quality of access and connectivity using a hotspot. YCJUSD will use this input in the purchase of future technology devices.
-Student voice has provided information on the need to expand student clubs and activities, expand student opportunities to learn outside of a typical classroom, provide students with experiences in which they can draw upon in order to understand what they are learning, and the need for intervention/tutoring opportunities.
-Students have expressed the need for increased social-emotional support and connection opportunities with teachers and peers.
-Student surveys indicate that they would like more enrichment activities, clubs, sports, arts and music

added to the school day in order to help with social-emotional/mental wellness and make friends.

PARENT ADVISORY GROUPS and TASK FORCE COMMITTEES:
-Our parent advisory groups provided specific input in the area of technology needs for students who wanted to continue with a virtual learning option.
-Feedback from parents also includes indicators on school cleanliness, ideas for improved safety, the need for social-emotional supports, such as school counselors and referrals to social-emotional learning (SEL) professionals as well as the use of a rigorous SEL and character building curriculum/system of support through professional development and implementation of lessons in the classroom.
-Parents also indicated at a high rate, via survey, that they would like the school to provide quality programs for their student's talents, giftedness, or special needs.

K-12 LEAD TEACHERS NETWORK, TEACHER SURVEYS and BARGAINING UNIT CONSULTATION:
-Continue to explore professional development in the area of technology in order to engage and motivate students and learn supporting technology tools.
-Explore professional development in considering ways to differentiate instruction in order to support students with diverse needs.
-Collaborate with other teachers and share ideas with regards to allowing for more student voice and consider using social-emotional teaching strategies more often with students in order to allow for a deeper engagement with lessons/instruction.
-Teachers across all grade spans provided survey input related to the importance of creating and maintaining caring relationships in the school environment and to hold high expectations for both themselves and colleagues in this area.
-Teachers across all grade spans provided survey input related to the importance of maintaining a safe school environment for both staff and students.
-Teachers across all grade spans provided survey input related to the importance of providing a safe mental health environment for students.
-Support to implement clubs and activities for students as well as other enrichment opportunities.
-Addition of full time counselors at elementary school sites to address and support social-emotional learning and wellness for students.
-Recommend exploring and adopting a K-12 Next Generation Science Standards (NGSS) aligned curriculum for science Instruction.
-Teachers recommend the addition of career technical education (CTE) courses and pathways to help students as they explore possible careers post high school graduation.
-Continued professional development opportunities both online and in-person in curriculum, standards, Positive Behavior Intervention Support (PBIS), and in intervention strategies to support students.

ADMINISTRATIVE LEADERSHIP TEAM:
-Full time kindergarten options for students and families in our district.
-Intervention Specialists at school sites.
-Full time counselors at each elementary school.
-Continue with Response to Intervention (RTI); continue to refine/grow the structure for alignment purposes at school sites.
-Professional development opportunities for staff in trauma-informed instruction, social-emotional wellness.
-Classified training in Positive Behavior Intervention Support (PBIS) strategies to use on campus and in

classrooms.

Feedback from the parent/guardian groups strongly suggested that students need to participate in enrichment opportunities in the area of art/music, before and after-school activities and academic interventions, grow in the area of social-emotional mental health, have social-emotional learning counseling supports at the school site and monitor bullying better at sites. Parents/guardians also replied to surveys and shared in meeting forums the need for standards based instruction and Next Generation Science Standards (NGSS) curriculum and instruction and to expand the Career Technical Education (CTE) opportunities at secondary school sites. This feedback has helped to develop the Expanded Learning Opportunity program in the area of curriculum and design, delivery mode of being an in-person instructional model, and the need to address social-emotional learning/mental health supports for students.

District certificated and classified staff have provided input similar to the parent/guardian stakeholder input with regards to the need for expanded technology on campuses and in the classroom for students and staff, computer resource support staff to assist with technology, improved wifi access, Next Generation Science Standards (NGSS) curriculum, and professional development for implementation and instruction, Fine Arts classes materials and access, and have expressed the desire for additional professional development to improve instruction in all core subject areas, access to preschool for our youngest students, and a new CCSS math curriculum adoption in elementary to expand learning opportunity for students.

In addition to ongoing classified and certificated leadership meetings, the following meetings specifically addressed the involvement of asking for feedback and input targeting the development of the Local Control Accountability Plan (LCAP) and the Expanded Learning Opportunity (ELO) Grant for YCJUSD, which aligns with LCAP.

1. Superintendent-Parent/Community Advisory Task Force: Virtual Town Hall LCAP & ELO input meeting (4/16/21)
2. Superintendent-English Learner Parent Advisory Task Force: Virtual Town Hall (4/22/21)
3. District English Language Advisory Committee (DELAC): Virtual Meeting (4/30/21)
4. CSEA and YCEA Bargaining Unit Consultation meeting: LCAP & ELO input virtual meeting (CSEA 4/21/21 and YCEA 5/5/2021)
5. EV SELPA Consultation meeting: LCAP & ELO (4/16/21 and 5/20/21)

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

The stakeholder engagement process and analysis of data collected from surveys, task force and advisory meetings, administrative leadership meetings, student interviews, and virtual town hall meetings and consultations directly influenced the development of the 2021-2024 LCAP. For example, a change to the level of expenditures in the area of student social-emotional learning (SEL) curriculum and training, counseling and mental health providers, professional development in the area of mental health and opportunities for parents to learn about mental health through Family Learning Center classes were all decisive factors in determining expenditures in the development of this LCAP. The inclusion of these action steps will provide improved services for English learners, foster youth, and low income students. Each LCAP goal was created around specific stakeholder feedback. The

determination of the specific actions needed to achieve this purpose are described in this LCAP.

The genuine feedback and personal experiences have helped to not only guide and develop our LCAP; the experiences have helped to reprioritize and refocus our goals to support our students and families in the most efficient and effective manner. Our stakeholder feedback guided our LCAP goal development, for example, in Goals 1 and 2, based on stakeholder feedback, our district was more explicit and purposeful in a relevant and consistent standards-based focus on instruction and providing targeted additional support for our students. In addition, in Goals 3 and 4, based on stakeholder feedback, we focused on Career Technical Education (CTE) pathway support to enhance our students being college and career ready after high school graduation. Most importantly, a success from this year has been the regular and consistent meetings and dialogue with our stakeholder groups. Although meetings were held virtually, the time allowed our team to build our relationships with our staff, families, and each other. Therefore, Goals 5 and 6, support fostering positive environments for our students and maintaining family and school partnerships that build solid relationships between our schools and families.

Goals and Actions

Goals

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
AP Participation in AP Tests	2019-20: 591 students took AP exams	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	606 students will take AP exams
Percentage who pass AP exam with score of 3 or higher	2019-20: 50% of students passed AP exams with score of 3 or higher	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	65% of students will pass AP exams with score of 3 or higher
English Learner Reclassification Rate	2019-20: 15% of English learner students were reclassified English proficient	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	30% of English learner students will be reclassified English proficient
Percentage of English learners making progress toward English proficiency as measured by state language proficiency assessment (ELPAC)	2019-20: 15% of English learners made progress toward English proficiency as measured by state language proficiency assessment (ELPAC)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	30% of English learners will make progress toward English proficiency as measured by state language proficiency assessment (ELPAC)

Participation and demonstration of college preparedness (EAP)	2019-20: Students demonstrated ELA - 27% and Math - 10% in college preparedness (EAP)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Students will demonstrate ELA - 42% and Math - 25% in college preparedness (EAP)
Zero findings on teacher credentialing assignments	2019-20: Zero findings	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Zero findings
English-Language Arts and Math CAASPP Statewide Assessments	2019-20: Students scored 49% - ELA and 36% - Math on CAASPP Statewide Assessments	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Students will score 64% - ELA and 51% - Math CAASPP Statewide Assessments
Percentage of students who have successfully completed A-G course requirements	2019-20: 47% of students successfully completed A-G requirements	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	62% of students will successfully complete A-G requirements
AP Participation in Classes	2019-20: 12% of students participated in AP classes	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	27% of students will participate in AP classes
Zero instructional materials findings on Williams supporting student access to aligned instructional materials and courses	2019-20: Zero findings	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Zero findings

Zero school facilities findings on Williams	2019-20: Zero findings	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Zero findings
Access to standards aligned instructional materials, including ELD standards in courses	2019-20:ELA/ELD materials for elementary were adopted in 2017 and were implemented 2018/19 ELA/ELD materials for secondary were adopted in 2016 and were implemented 2017/18 Math materials for elementary were adopted in 2019 and were implemented 2018/19 Math materials for secondary were adopted in 2019 and were implemented 2019/20	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% implementation of standards ELA/ELD materials for elementary were adopted in 2017 and were implemented 2018/19 ELA/ELD materials for secondary were adopted in 2016 and were implemented 2017/18 Math materials for elementary were adopted in 2019 and were implemented 2018/19 Math materials for secondary were adopted in 2019 and were implemented 2019/20 NGSS materials for elementary and secondary adopted and implemented

					HSS materials for elementary and secondary adopted and implemented
Zero findings in teacher credentialing compliance with authorization	2019-20: Zero findings	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Zero findings
Teachers continue to attend professional development on state standards and frameworks, including integrating ELD into instruction	2019-20: 100% teachers provided professional development on frameworks as needed	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% teachers provided professional development on frameworks, including integrating ELD into instruction as needed
Ensure that all students have access to a broad course of study in all required subject areas.	2019-2020 All Students	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All Students will have access to a broad course of study in all required subject areas.

Actions

Action #	Title	Description	Total Funds	Contributin
Action #1	English Language Development (ELD) Teachers	English Language Development (ELD) teachers provide standards-based and supplemental instructional support for our English learners.	$269,612.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #2	Elementary STEAM (Science, Technology, Engineering, Art and Math) Teachers	Elementary STEAM (Science, Technology, Engineering, Art and Math) teachers will increase engagement and for improved academic outcomes by providing standards-based and instructional support for our English learners, foster youth, and low income students	$597,828.00	Yes
Action #3	Elementary PE Teachers	Elementary PE teachers will provide standards-based instructional support for our English learners, foster youth, and low income students.	$705,322.00	No
Action #4	Speech Language Pathologist Incentive	The speech language pathologist incentive ensures our district has positions filled to properly support the needs of our English learners, foster youth, and low income students.	$200,000.00	No
Action #5	Elementary Library Technicians	Elementary library technicians provide support for our English learners, foster youth, and low income students for instructional material and resource needs. Our elementary library technicians provide services to support the academic programs at our schools as well.	$155,250.00	Yes
Action #6	Standards-Aligned Instructional Materials	Our district provides access for our students to standards-aligned instructional materials. Our English leaners, foster youth, and low income students have access to standards-aligned instructional materials, including supplemental materials needed for additional support in helping our students meet standards in the core instructional program.	$150,000.00	No

Action #	Title	Description	Total Funds	Contributin
Action #7	School Facilities In Good Repair	Provide facilities that are clean, safe, and conducive to student learning. All schools and facilities are in good repair and well maintained. A systematic approach is in place for schools and departments to report facility needs. Sites follow a protocol to report needs through a work order system. Safety needs are addressed immediately.	$25,000.00	No
Action #8	High-Quality Professional Development	High-quality professional development will be made available to all staff and follow-up support will be provided to support instruction for our English learners, foster youth, and low income students. Our district will provide all certificated staff with professional development on research-based strategies and pedagogy to implement rigorous instruction, differentiation and implementation of Common Core Standards, ELD standards, and instructional technology effectively. Professional development can include capacity building, leadership training, site-based professional learning and job-specific training. In addition, our district will provide professional development to all classified staff deployed in classrooms in strategies to support the implementation of Common Core Standards. Professional development can include capacity building, leadership training, site-based professional learning and job-specific training. Also, our district will provide training and support in assessments and analysis of student data to affect instruction.	$345,620.00	Yes
Action #9	Elementary Curriculum Director	Our elementary curriculum director provides support for our administrators and teachers with the implementation of curriculum and instructional program and supports elementary schools with assessments and analysis of student data to affect instruction for our English learners, foster youth, and low income students for improved academic outcomes.	$190,687.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #10	Elementary Teacher on Assignment	Our elementary teacher on assignment provides support for our elementary teachers and instructional aides with the implementation of curriculum and instructional program and supports schools with assessments and analysis of student data to affect instruction for our English learners, foster youth, and low income students for improved academic outcomes.	$98,658.00	Yes
Action #11	Teaching and Learning Director	Our teaching and learning director provides support for our administrators and teachers with the implementation of curriculum and instructional program and supports at secondary and elementary schools with assessments and analysis of student data to affect instruction for our English learners, foster youth, and low income students for improved academic outcomes.	$190,687.00	Yes
Action #12	Secondary Teacher on Assignment	Our secondary teacher on assignment provides support for our secondary teachers and instructional aides with the implementation of curriculum and instructional program and supports schools with assessments and analysis of student data to affect instruction for our English learners, foster youth, and low income students for improved academic outcomes.	$98,658.00	Yes
Action #13	Special Projects Director	Our special projects director provides support for our schools with the implementation of curriculum and instructional program and leads monitoring and evaluation of federally funded programs for our English learners, foster youth, and low income students to support improved academic outcomes.	$190,687.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #14	Special Projects Technician	Our special projects technician provides support by monitoring and ensuring our state and federal funds for instructional programs meet proper guidelines and deadlines for reporting for our English learners, foster youth, and low income students to support improved academic outcomes.	$55,023.00	Yes
Action #15	Child Welfare and Attendance Secretary	Our child welfare and attendance secretary provides support by monitoring student enrollment data accurately and providing staffing information for classroom personnel who provide student support to ensure specific student populations receive the resources they need for our English learners, foster youth, and low income students for improved academic access and achievement.	$32,277.00	No
Action #16	Educational Technology Hardware and Software	Our district provides educational technology hardware and software all sites with professional development and access to technology to support student learning. The educational hardware and software provides curriculum and instruction access for our students as well as provides technological skills and development for our English learners, foster youth, and low income students for improved access and achievement.	$220,000.00	Yes
Action #17	Site Systems Technician	Our site systems technician provides educational technology support in the classrooms at the high school, for English learners, foster youth, and low income students for improved access and achievement.	$93,813.00	Yes
Action #18	Computer Resource Assistants	Our computer resource assistants provide educational technology support at our schools for teachers to support the instructional program for learning for our students for English learners, foster youth, and low income students. Also, our computer resource assistants provide support for our students and families who need technology assistance after school hours.	$270,000.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #19	Technology Support Specialist	Our technology support specialist provides educational technology support at our schools for teachers to support the instructional program for learning for our students for English learners, foster youth, and low income students, such as support with instructional software programs and student access, for example, student log in procedures, class rostering information, and software capabilities.	$97,744.00	Yes
Action #20	Data/Network Technician	Our data/network technician provides support for our district and schools by developing and performing data collections and data analysis procedures in order to properly monitor and evaluate student assessment data, especially for our students populations at various grade levels, such as English learners, foster youth, and low income students.	$75,597.00	Yes
Action #21	New Teacher Induction Program	Our district provides intensive support for beginning teachers through the implementation of the teacher induction program in order to provide current curriculum and instructional support for student learning for our English learners, foster youth, and low income students.	$135,000.00	Yes
Action #22	Visual And Performing Arts (VAPA) Support	Our district provides visual and performing arts (VAPA) programs at our schools to provide access to performing arts standards and content for our English learners, foster youth, and low income students.	$128,000.00	Yes
Action #23	Independent Study Teachers	The expansion of the independent study programs allows our district to provide a high-quality educational option for students. In addition, it will allow for English learners, foster youth, and low income students to take classes online for credit deficiencies and impacted schedules.	$1,369,404.00	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
English-Language Arts and Math CAASPP Statewide Assessments	2019-20: Students scored 49% - ELA and 36% - Math on CAASPP Statewide Assessments	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Students will score 64% - ELA and 51% - Math CAASPP Statewide Assessments
Percentage of pupils who have successfully completed A-G course requirements	2019-20: 47% of students successfully completed A-G requirements	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	62% of students will successfully complete A-G requirements
AP Participation in Classes	2019-20: 12% of students participated in AP classes	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	27% of students will participate in AP classes
AP Participation in AP Tests	2019-20: 591 students took AP exams	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	606 students will take AP exams
Percentage who pass AP exam with score of 3 or higher	2019-20: 50% of students passed AP exams with score of 3 or higher	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	65% of students will pass AP exams with score of 3 or higher
English Learner Reclassification Rate	2019-20: 15% of English learner students were reclassified English proficient	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	30% of English learner students will be reclassified English proficient

Percentage of English Learners making progress toward English proficiency as measured by state language proficiency assessment (ELPAC)	2019-20: 15% of English learners made progress toward English proficiency as measured by state language proficiency assessment (ELPAC)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	30% of English learners will make progress toward English proficiency as measured by state language proficiency assessment (ELPAC)
Participation and demonstration of college preparedness (EAP)	2019-20: Students demonstrated ELA - 27% and Math - 10% in college preparedness (EAP)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Students will demonstrate ELA - 42% and Math - 25% in college preparedness (EAP)
Zero findings on teacher credentialing assignments	2019-20: Zero findings	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Zero findings
Zero instructional materials findings on Williams supporting student access to aligned instructional materials and courses	2019-20: Zero findings	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Zero findings
Zero school facilities findings on Williams	2019-20: Zero findings	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Zero findings
Access to standards aligned	2019-20: ELA/ELD	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% implementation

instructional materials, including ELD standards in courses	materials for elementary were adopted in 2017 and were implemented 2018/19 ELA/ELD materials for secondary were adopted in 2016 and were implemented 2017/18 Math materials for elementary were adopted in 2019 and were implemented 2018/19 Math materials for secondary were adopted in 2019 and were implemented 2019/20				of standards ELA/ELD materials for elementary were adopted in 2017 and were implemented 2018/19 ELA/ELD materials for secondary were adopted in 2016 and were implemented 2017/18 Math materials for elementary were adopted in 2019 and were implemented 2018/19 Math materials for secondary were adopted in 2019 and were implemented 2019/20 NGSS materials for elementary and secondary adopted and implemented HSS materials for elementary and secondary

					adopted and implemented
Zero findings in teacher credentialing compliance with authorization	2019-20: Zero findings	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Zero findings
Teachers continue to attend professional development on state standards and frameworks, including integrating ELD into instruction	2019-20: 100% teachers provided professional development on frameworks as needed	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% teachers provided professional development on frameworks, including integrating ELD into instruction as needed

Actions

Action #	Title	Description	Total Funds	Contributin
Action #1	Supplemental Academic Support for English Learners, Foster Youth, and Low Income Students	Supplemental support provided for English learners, foster youth, and low income students towards college readiness: a) Four-six year student plans will be developed to prepare students for college and career. b) PSAT and Advanced Placement assessments will be provided for students to better prepare students for college and career. Parent nights will be held to inform and engage parents in this process. c) Support dual enrollment and college and career access pathways (CCAP) with Crafton Hills College	$175,000.00	Yes
Action #2	English Learner Tutors	Our English learner tutors are provided to provide supplemental support in classrooms for our English learners.	$275,100.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #3	Elementary Targeted Intervention Specialists	Our elementary targeted intervention specialists provide targeted additional instructional support at our elementary schools for English learners, foster youth, and low income students who need additional support and are not meeting standards in our core instructional program.	$660,798.00	No
Action #4	Elementary Reading Specialists	Our elementary reading specialists provide targeted additional literacy support at our elementary schools for English learners, foster youth, and low income students who need additional support and are not meeting standards in our core instructional program.	$401,789.00	No
Action #5	Community Day School Counselor	Our community day school counselors provides academic and social-emotional counseling support for our English learners, foster youth, and low income students at our community day school.	$136,945.00	Yes
Action #6	Instructional Aides	Our instructional aides at our elementary schools and community day school provide supplemental, individualized support for our students in the classrooms for our English learners, foster youth, and low income students.	$241,792.00	Yes
Action #7	Independent Study High School Curriculum	Our high schools offers online high school A-G curriculum through our independent study program. This program offers another pathway for students to access A-G curriculum to earn high school credits for our English learners, foster youth, and low income students.	$150,000.00	Yes
Action #8	Credit Recovery Teachers	Our credit recovery teachers at the high school provide additional classes for our English learners, foster youth, and low income students who are credit deficient students to make up credits during the school year in order to graduate high school.	$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #9	Additional Elective Courses	Our middle schools offer an additional elective courses outside of the school day to allow access to additional courses due to impacted class schedules for our English learners, foster youth, and low income students for improved graduation rates.	$60,000.00	Yes
Action #10	Intervention Materials Support	Our district provides intervention materials for elementary and secondary schools intervention materials to support students toward grade-level standards and provide additional instructional support for our English learners, foster youth, and low income students to meet grade-level standards.	$50,000.00	Yes
Action #11	Advancement Via Individual Determination (AVID)	Our middle schools and high school provides the AVID program to support students' academic supports and skills for college acceptance for our English learners, foster youth, low income students.	$30,000.00	Yes
Action #12	Advancement Via Individual Determination (AVID) Tutors	Our middle schools and high school provides AVID tutors to support students' academic supports and skills for college acceptance for our English learners, foster youth, low income students.	$41,357.00	Yes
Action #13	Site Allocations	Continue to support the direction of schools to target the specific needs of their English learners, foster youth and low income students with interventions, field trips, technology, assemblies and professional development for teachers to promote English learners, foster youth and low income student achievement.	$894,840.00	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Increase percentage of students enrolled in CTE completing capstone courses	2019-20: 33% of students enrolled in CTE completing capstone courses	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	50% of students enrolled in CTE completing capstone courses
Increase percentage of student prepared on the College and Career Readiness Indicator	3% (2020)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	50% of students prepared on the College and Career Readiness Indicator

Actions

Action #	Title	Description	Total Funds	Contributin
Action #1	Counseling Support	CTE pathway counselors will support our English learners, foster youth, and low income students by monitoring students' success throughout the school year. Counselors will develop a list of pathway participants and concentrator students prior to registration in order to enroll students in capstone appropriate sequenced courses. Continue CCGI partnership with CaliforniaColleges.Edu for all secondary schools. Develop grade-level specific sequence of activities and assessments for students in CaliforniaColleges.Edu.	$0.00	Yes
Action #2	CTE Capstone Monitoring	CTE capstone monitoring supports our English learners, foster youth, and low income students to ensure unduplicated students are being academically successful in the pathways and completing courses for high school graduation.	$0.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #3	CTE Professional Development	CTE professional development supports our English learners, foster youth, and low income students by providing CTE professional development for personnel in areas, such as literacy, industry, PBL,WBL, externships, and site visits.	$10,000.00	Yes
Action #4	CTE Credential Support	CTE credential support helps our English learners, foster youth, and low income students by recruiting CTE specific teachers to industry-focused instruction for our students.	$10,000.00	No

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Increase percentage of student prepared on the College and Career Readiness Indicator	3% (2020)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	50% of students prepared on the College and Career Readiness Indicator
Student enrollment in CTE pathways	2019-20: 1,988 students enrolled in CTE pathways	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	2,108 students enrolled in CTE pathways, including increased enrollment of student subgroups

Actions

Action #	Title	Description	Total Funds	Contributin
Action #1	CTE Pathway Logistics - Equipment, Supplies, Training, and Intervention	CTE pathways support our English Learners, foster youth, and low income students by supporting high yield, high wage, and high growth CTE pathways and expand existing high yield, high wage, and high growth CTE pathways. CTE pathways increase student attendance, student engagement, and provide college and career skills. Students will have access to relevant content that is academic and industry focused. In addition, students will have access to work-based learning opportunities, such as guest speakers and internship opportunities, and academic intervention support.	$100,000.00	Yes
Action #2	Middle School and High School Career Pathways Expansion	Expanding middle school and high school career pathways supports our English learners, foster youth, and low income students by providing CTE instruction in middle school and high school. Middle school and high school career pathways increase student attendance, engagement, and college and career readiness for our students.	$20,000.00	Yes
Action #3	CTE Pathways Monitoring	CTE pathway monitoring supports our English learners, foster youth, and low income students to ensure students are being academically successful in the pathways and completing credits for high school graduation. Staff will oversee students and ensure they are receiving academic and social-emotional supports as well.	$80,000.00	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
School Attendance Rate	2019-20: 5% Attendance Rate	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	97% Attendance Rate

California Healthy Kids Survey	2019-20: California Healthy Kids Survey data outcomes: School Connectedness: 59% Caring Adults: 65% Supports of Academics: 75% Safety: 55%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	California Healthy Kids Survey data outcomes: School Connectedness: 75% Caring Adults: 75% Supports of Academics: 90% Safety: 75%
Middle School Dropout Rate	2019-20: 1% Middle School Dropout Rate	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	0% Middle School Dropout Rate
High School Dropout Rate	2019-20: 2% High School Dropout Rate	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain or reduce current level
High School Graduation Rate	2019-20: 93% High School Graduation Rate	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	97% High School Graduation Rate
Chronic Absentee Rate	2019-20: 13% Chronic Absentee Rate	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	6% Chronic Absenteeism Rate
Suspension Rate	2019-20: 4% Suspension Rate	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	2% Suspension Rate
Expulsion Rate	2019-20: 0.1% Expulsion Rate	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain or reduce current level

Actions

Action #	Title	Description	Total Funds	Contributin

Action #	Title	Description	Total Funds	Contributin
Action #1	Positive Behavioral Interventions and Supports (PBIS)	Positive Behavioral Interventions and Supports (PBIS) support for our English learners, foster youth, and low income students by providing training for staff in alternative intervention strategies and supports to increase student attendance and engagement.	$46,500.00	Yes
Action #2	Social Emotional Learning (SEL) Curriculum	Social Emotional Learning (SEL) curriculum provides support for our English learners, foster youth, and low income students by having a cohesive, comprehensive support for students' social-emotional health and increase students' self-regulation skills, social skills and engagement.	$50,000.00	Yes
Action #3	Where Everybody Belongs (WEB)/Link Crew	Where Everybody Belongs (WEB) and Link Crew supports for our English learners, foster youth, and low income students by building peer relationships and having students mentor other students. These programs support our students by increasing student attendance and student engagement.	$40,000.00	Yes
Action #4	Elementary Counselors	Elementary counselors provide supports for EL, FY, LI and all students by strengthening social-emotional skills, addressing chronic absenteeism, and providing short-term counseling services.	$932,158.00	Yes
Action #5	Middle School Counselors	Middle school counselors provide supports for EL, FY, LI and all students by strengthening social-emotional skills, addressing chronic absenteeism, providing academic guidance, providing short-term counseling services, and developing career plans.	$265,042.00	Yes
Action #6	High School Counselor	The high school counselor provides supports for EL, FY, LI and all students by strengthening social-emotional skills, addressing chronic absenteeism, providing academic guidance, providing short-term counseling services, and developing career plans.	$156,000.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #7	Behavioral Health Counselors	Behavioral health counselors support EL, FY, LI and all students by providing support in social-emotional behaviors and student mid-term and long-term counseling services.	$317,776.00	Yes
Action #8	Care Solace	Care Solace supports for our English learners, foster youth, and low income students and families by providing mental health care coordination.	$39,686.00	Yes
Action #9	Mental Health Wellness Professional Development	Mental health wellness professional development supports our English learners, foster youth, and low income students by providing training and events that focus on staff, students, and families' mental health wellness and support.	$20,000.00	Yes
Action #10	Program Specialist	The program specialist supports our special education students by providing training, consultation, and educational services to students within specific areas of specialization within mild-to-moderate and moderate-to-severe disabilities.	$134,596.00	No
Action #11	Attendance Support Clerk	The attendance support clerk supports our English learners, foster youth, and low income students by increasing student attendance and engagement to meet high school graduation requirements.	$63,788.00	No

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

California Healthy Kids Survey	2019-20: California Healthy Kids Survey data outcomes: School Connectedness: 59% Caring Adults: 65% Supports of Academics: 75% Safety: 55%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	California Healthy Kids Survey data outcomes: School Connectedness: 75% Caring Adults: 75% Supports of Academics: 90% Safety: 75%
Number of parents participating in parent/community partnership activities, such as surveys, educational workshops, volunteering at schools, and services provided at our Family Learning Center	2019-20: 749 parents	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	1,000 parents
Parent input in making decisions and promoting participation in programs and parent stakeholder meetings, such as for English learners, foster youth, low income, and special education students	2019-20: 28 parents	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	50 parents

Actions

Action #	Title	Description	Total Funds	Contributin
Action #1	Family Learning Center	The Family Learning Center benefits English learners, foster youth, and low income students in meeting their needs, conditions, and circumstances first and foremost and is principally-directed and effective. For example, our Family Learning Center provides our parents and students to access the following: Career pathways, academic support, interventions and support, parent information workshops and trainings, and support for parental involvement. Our goal is to increase family engagement with our English learner, foster youth, and low income families in order for our parents and guardians to provide academic and social-emotional support for our Englisher learner, foster youth, and low income students outside of school.	$25,000.00	Yes
Action #2	Bilingual Parent Engagement Specialist	The bilingual parent engagement specialist benefits English learners, foster youth, and low income students in meeting their needs, conditions, and circumstances first and foremost and is principally-directed and effective. For example, this position coordinates communication, parent and student workshops/trainings, parent-involvement activities, and parent and student resources to support English learner, foster youth, and low income students' physical wellness, social-emotional wellness, academic supports, and post-secondary plans after high school, such as academic tutoring, financial aid planning, post-secondary program information, and post-secondary enrollment assistance.	$57,307.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #3	Bilingual Homeless/Foster Liaison Clerk	The bilingual homeless/foster liaison clerk benefits English learners, foster youth, and low income students in meeting their needs, conditions, and circumstances first and foremost and is principally-directed and effective. For example, this position serves to communicate and provide supports for our English learner, foster youth and low income students and families by serving as a link between our schools, community, and supports with translation services to increase parent and school communication and student engagement.	$63,223.00	Yes
Action #4	Community Liaison	The community liaison benefits English learners, foster youth, and low income students in meeting their needs, conditions, and circumstances first and foremost and is principally-directed and effective. For example, this position serves to provide supports for our students and families at our community day school and continuation high school. This position supports our students' transition to post-secondary education by providing career awareness events, assistance for students and parents/guardians in completing the Free Application for Federal Student Aid (FAFSA), connecting students with opportunities in the military and post-secondary programs, colleges, and institutions. These services are provided in both the English and Spanish languages.	$57,235.00	No

Action #	Title	Description	Total Funds	Contributin
Action #5	Translation Services	Translation services benefits English learners, foster youth, and low income students in meeting their needs, conditions, and circumstances first and foremost and is principally-directed and effective. For example, translation services provide support for English learners, foster youth, and low income students and families by building the relationship and dialogue between schools and families in order to ensure students' academic and social-emotional success.	$10,000.00	Yes

Goal Analysis 2021-22

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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
11.11%	$7,853,805.00

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

Required Descriptions

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

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

Library Resources
Goal 1, Action 5 - Elementary Library Technicians

Needs, Conditions, and Circumstances:
YCJUSD would be without library services at our elementary schools without this action and service. Our English learners, foster youth, and low income students are in critical need of this literacy support. For example, our 2019 CAASPP scores, 13% of English learners met or exceeded standards in English-language arts and 9% met or exceeded standards in math; 27% of foster youth students met or exceeded standards in English-language arts and 16% met or exceeded standards in math; and 39% of low income students met or exceeded standards in English-language arts and 26% met or exceeded standards in math as compared to all students which indicates a gap in achievement.

Purpose:
While the action and service support our elementary school libraries, our first consideration are the needs of our unduplicated students although this support benefits all students. Our elementary library technicians

work to improve literacy rates among our unduplicated students and improve their ELA CAASPP scores, English proficiency on ELPAC, and EL reclassification rates.

Justification to Continue Action/Measurement of Effectiveness:
Literacy continues to be a focus for our district. In our 2019 SBAC scores, 13% of English learners met or exceeded standards in English-language arts; 27% of foster youth students met or exceeded standards in English-language arts; and 39% of low income students met or exceeded standards in English-language arts. The 2021 rates dropped as the ELPAC Summative Assessment was not given in 2020 due to the pandemic; however, we are looking to continue supporting our English learners in our district with a focus on reclassification. Based on the data, supporting these actions continues to be an effective use of funds. As these measures also support our college going students, we will continue to measure the effectiveness of this action and service on these metrics, and the expectation is to the continued growth on academic indicators.

Instructional Support
Goal 1, Action 9 - Elementary Director
Goal 1, Action 10 - Elementary Teacher on Assignment
Goal 1, Action 11 - Teaching and Learning Director
Goal 1, Action 12 - Secondary Teacher on Assignment
Goal 1, Action 13 - Special Projects Director
Goal 1, Action 14 - Special Projects Technician

Needs, Conditions, and Circumstances:
Results from our 2019 CAASPP scores show 13% of English learners met or exceeded standards in English-language arts and 9% met or exceeded standards in math; 27% of foster youth students met or exceeded standards in English-language arts and 16% met or exceeded standards in math; and 39% of low income students met or exceeded standards in English-language arts and 26% met or exceeded standards in math. These data points demonstrate the needs of English learners, foster youth and low income students were considered first when developing the actions related to extra instructional support for teachers and schools.

Purpose:
Goal 2 actions provide support for instruction and intervention specifically thought of and principally directed to English learners, foster youth, and low income students and effective in supporting improved academic achievement in English and math. These actions and services support our unduplicated student achievement metrics, including graduation rate, English and math CAASPP scores, proficiency rates on ELPAC, EL reclassification rates, and college and career readiness indicators.

Justification to Continue Action/Measurement of Effectiveness:
These actions and services tie into prior LCAP metrics, and our district has decided that supporting these actions continue to be the most effective use of funds. Although we have mixed data results, we are moving toward improvement. In our 2019 CAASPP scores, 13% of English learners met or exceeded standards in English-language arts; 27% of foster youth students met or exceeded standards in English-language arts; and 39% of low income students met or exceeded standards in English-language arts. The 2021 rates dropped as the ELPAC Summative Assessment was not given in 2020 due to the pandemic; however, we are looking to continue supporting our English learners in our district with a focus on

reclassification. Also, in our most recent data, our district has 13% Chronic absenteeism and 2% high school dropout rate, and 4% suspension rate. In addition, our data indicates the need for our elementary targeted intervention specialists who provide targeted additional instructional support at our elementary schools for English learners, foster youth, and low income students who need additional support and are not meeting standards in our core instructional program. Importantly, our data demonstrates a need for monitoring student enrollment data accurately and providing staffing information for classroom personnel who provide student support to ensure specific student populations receive the resources they need, especially for our English learners, foster youth, and low income students. We will continue to use the same metrics to evaluate the effectiveness of these actions and services. Overall, this past year our district data had several errors when reporting student data to the state. Our findings indicated a need for monitoring student enrollment data accurately and providing staffing information for classroom personnel who provide student support to ensure specific student populations receive the resources they need, especially for our English learners, foster youth, and low income students. Also, a need exists for support for our schools with the implementation of curriculum and instructional program and monitoring and evaluation of federally funded programs, especially for our English learners, foster youth, and low income students. The expectation from continuing to implement the actions above is increased growth on all metrics connected to actions listed above under Goal 2 in the LCAP, and the most effective use of the funds.

Technology Access and Resources
Goal 1, Action 16 - Educational Technology Hardware and Software
Goal 1, Action 17 - Site Systems Technician
Goal 1, Action 18 - Computer Resource Assistants
Goal 1, and Action 19 - Technology Support Specialist
Goal 1, Action 20 - Data/Network Technician

Needs, Conditions, and Circumstances:
The needs of English learners, foster youth, and low income students were considered first when the determination was made to continue the goals. There is a need to provide access to technology and resources to both teachers and students across the district as evidenced from the student, staff and parent surveys and stakeholder feedback/input. As a result of the school closures in March 2020 and principally directed towards our English learners, foster youth, and low income students, our district quickly implemented a 1:1 student device and internet access program for our students who did not have access to a computer or internet by providing a Chromebook and/or a hot spot. As the use of technology in instruction increased, so did the need to continue providing technological tools and services to our unduplicated students. This fulfills the need supported by our LCAP data and parent, student, and staff surveys to continue to provide technology support for students. Survey data indicated over 50 of our families required device or hot spot access. Also, our data indicates the need for additional technology support at our schools for teachers to support the instruction program for learning. In addition, our data demonstrates a need for developing and performing data collections and data analysis procedures in order to properly monitor and evaluate student assessment data, especially for our students populations at various grade levels, such as English learners, foster youth, and low income students.

Purpose:
Technology access and resources provide support for instruction and intervention and specifically thought of and principally directed to English learners, foster youth and low income students and effective in

supporting improved academic achievement in all areas, but specifically in focus areas of English and math. These actions and services support our student achievement metrics, including English and math CAASPP scores.

Justification to Continue Action/Measurement of Effectiveness:
The justification to continue providing technological instructional support is the need for our unduplicated students to be able to use technological tools and the most effective use of the funds based on the data and local surveys. Many of the district's textbooks are now in virtual form and accessible online. Online assessment programs offer students access to these programs as well. In our 2019 CAASPP scores, 13% of English learners met or exceeded standards in English-language arts and 9% met or exceeded standards in math; 27% of foster youth students met or exceeded standards in English-language arts and 16% met or exceeded standards in math; and 39% of low income students met or exceeded standards in English-language arts and 26% met or exceeded standards in math. The effectiveness of actions and services will be measured by increases in our LCAP survey data and in our ELA and math CAASPP scores.

Professional Development
Goal 1, Action 8 - High-Quality Professional Development
Goal 1, Action 21 - New Teacher Induction Program

Needs, Conditions, and Circumstances:
Results from our 2019 CAASPP scores show 13% of English learners met or exceeded standards in English-language arts and 9% met or exceeded standards in math; 27% of foster youth students met or exceeded standards in English-language arts and 16% met or exceeded standards in math; and 39% of low income students met or exceeded standards in English-language arts and 26% met or exceeded standards in math. These data points demonstrate the interests of English learners, foster youth and low income students were considered first when developing the actions and continuing them from the previous LCAP year. There is a need on the district scores and CA Dashboard to increase growth and close the achievement gap for our English learners, foster youth and low income students. Therefore, in order to close the gap, professional development is needed to support for existing and new teachers and intervention support for students.

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

Justification to Continue Action/Measurement of Effectiveness:
Professional development for our administrators, teachers, and instructional aides include all metrics on the CA dashboard. Our data indicates the need for professional development on research-based strategies and pedagogy to implement rigorous instruction, differentiation and implementation of Common Core Standards, ELD standards, and instructional technology effectively. In our 2019 CAASPP scores, 13% of English learners met or exceeded standards in English-language arts; 27% of foster youth students met or exceeded standards in English-language arts; and 39% of low income students met or exceeded standards in English-language arts. The 2021 rates dropped as the ELPAC Summative Assessment was

not given in 2020 due to the pandemic; however, we are looking to continue supporting our English learners in our district with a focus on reclassification. Also, in our most recent data, our district has 13% chronic absenteeism and 2% high school dropout rate, and 4% suspension rate. In addition, our data indicates a need for continued focus on all students, but specifically our unduplicated populations, including our English learners, foster youth, and low income students. Therefore, the implementation of the actions listed above is the most effective use of funds to support the increase in student academic outcomes and all metrics associated with measuring and monitoring student improvement and closing the achievement gap.

Enrichment Offerings Supporting Academics and Student Engagement
Goal 1, Action 2 - Elementary STEAM (Science, Technology, Engineering, and Arts) Teachers
Goal 1, Action 22 - Visual and Performing Arts (VAPA) Support

Needs, Conditions, and Circumstances:
In our most recent data, our district has 13% chronic absenteeism and 2% high school dropout rate, and 4% suspension rate. Our 2019 CAASPP scores, 13% of English learners met or exceeded standards in English-language arts and 9% met or exceeded standards in math; 27% of foster youth students met or exceeded standards in English-language arts and 16% met or exceeded standards in math; and 39% of low income students met or exceeded standards in English-language arts and 26% met or exceeded standards in math. The needs of English learners, foster youth and low income students were considered first when determining to develop and continue the actions based on our data. Our data indicates the need for elementary STEAM to provide standards-based support for our English learners, foster youth, and low income students. Our district would be without STEAM programs at our elementary schools without this action and service and without a visual and performing arts programs at our schools without the support from LCAP to support engagement and increased interest in content areas.

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

Justification to Continue Action/Measurement of Effectiveness:
Justification for the continuation of these actions and services listed for our unduplicated students come from our 2019 CAASPP scores and provide evidence that the continuation of the actions are the most effective use of funds: 13% of English learners met or exceeded standards in English-language arts and 9% met or exceeded standards in math; 27% of foster youth students met or exceeded standards in English-language arts and 16% met or exceeded standards in math; and 39% of low income students met or exceeded standards in English-language arts and 26% met or exceeded standards in math. Therefore, our data indicates the need for our district provides visual and performing arts (VAPA) programs at our schools to provide access to performing arts standards and content for our English learners, foster youth, and low income students. Visual and performing arts support provides program supports that expands resources to better serve students who are struggling academically, and students participating in VAPA show increased student outcomes. The actions' continued effectiveness will be demonstrated by the

increase in academic achievement and language proficiency, which will be measured by academic indicators, such as the ELA and Math CAASPP scores, chronic absenteeism and suspension rates.

Course Access and Alternative Educational Opportunities
Goal 1, Action 23 - Independent Study Teachers
Goal 2, Action 7 - Independent Study High School Curriculum
Goal 2, Action 8 - Credit Recovery Teachers
Goal 2, Action 9 - Additional Elective Courses

Needs, Conditions, and Circumstances:
Coming out of a year in distance learning and the pandemic, there has been an increasing need for more flexible educational opportunities for students. In our most recent data, our district has 13% chronic absenteeism and 2% high school dropout rate, and 4% suspension rate. Our 2019 CAASPP scores, 13% of English learners met or exceeded standards in English-language arts and 9% met or exceeded standards in math; 27% of foster youth students met or exceeded standards in English-language arts and 16% met or exceeded standards in math; and 39% of low income students met or exceeded standards in English-language arts and 26% met or exceeded standards in math. Based on the data, the needs of English learners, foster youth and low income students were considered first when developing the actions and the determination to continue them as the most effective use of funds. Our data indicates the need to continue alternative learning options for students to have access to courses and content.

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

Justification to Continue Action/Measurement of Effectiveness:
Justification for the continuation of these actions and services listed for our unduplicated students come from our 2019 CAASPP scores, 13% of English learners met or exceeded standards in English-language arts and 9% met or exceeded standards in math; 27% of foster youth students met or exceeded standards in English-language arts and 16% met or exceeded standards in math; and 39% of low income students met or exceeded standards in English-language arts and 26% met or exceeded standards in math. Our data indicates the need for the expansion of the independent study programs in order to support the needs of English learners, foster youth and low income students with an alternative option for high-quality educational option for students and increase student outcomes. In addition, it will allow for English learners, foster youth, and low income students to take online classes for credit deficiencies and impacted schedules. Our local data, for example, surveys, indicates the need for additional credit recovery opportunities and other pathways to achieve high school graduation, such as online high school A-G curriculum through our independent study program, additional credit recovery classes due to parent and student responses indicating wanting other educational options. This program offers another pathway for students to access A-G curriculum to earn high school credits for our English learners, foster youth, and low income students. The actions' continued effectiveness will be demonstrated by the increase in academic achievement and language proficiency, which will be measured by academic indicators, such as the ELA and math CAASPP scores and high school graduation rates.

Student Interventions
Goal 2, Action 6 - Instructional Aides
Goal 2, Action 10 - Intervention Materials Support

Needs, Conditions, and Circumstances:
Coming out of a year in distance learning and the pandemic, the needs of our English learners, foster youth and low income students have been considered first to close the identified achievement gap based on the CA Dashboard data by providing targeted additional support to meet the needs of students who are not meeting standards in the core instructional program. In our most recent data, our district has 13% chronic absenteeism and 2% high school dropout rate, and 4% suspension rate. Our 2019 CAASPP scores, 13% of English learners met or exceeded standards in English-language arts and 9% met or exceeded standards in math; 27% of foster youth students met or exceeded standards in English-language arts and 16% met or exceeded standards in math; and 39% of low income students met or exceeded standards in English-language arts and 26% met or exceeded standards in math. Our data indicates the need to continue providing student intervention support and materials.

Purpose:
Principally directed to our English learners, foster youth, and low income students, and to increase student engagement and increase high school graduation rates, our district continues to support our students with targeted intervention specialists and reading specialists, instructional aides and intervention materials. These actions have helped to provide support for our students who are not meeting standards in our core instructional program.

Justification to Continue Action/Measurement of Effectiveness:
Justification for the continuation of these actions and services listed for our unduplicated students come from our 2019 CAASPP scores, 13% of English learners met or exceeded standards in English-language arts and 9% met or exceeded standards in math; 27% of foster youth students met or exceeded standards in English-language arts and 16% met or exceeded standards in math; and 39% of low income students met or exceeded standards in English-language arts and 26% met or exceeded standards in math. Our data indicates the need for targeted intervention specialists and reading specialists to provide targeted additional literacy support at our elementary schools to increase student outcomes and close the achievement gap. Also, our data indicates the need for our elementary reading specialists who provide targeted additional literacy support at our elementary schools for English learners, foster youth, and low income students who need additional support and are not meeting standards in our core instructional program. Our data indicates the need for instructional aides to provide supplemental, individualized support for our students in the classrooms for our English learners, foster youth, and low income students instructional aides at our elementary and secondary schools and intervention materials. The actions' continued effectiveness will be demonstrated by the increase in academic achievement and language proficiency, which will be measured by academic indicators, such as the ELA and math CAASPP scores and high school graduation rates.

Community Day Counselor
Goal 2, Action 5 - Community Day Counselor

Needs, Conditions, and Circumstances:

Coming out of a year in distance learning and the pandemic, there has been an increasing need for mental health services provided by our district. A trend has emerged to continue to keep mental health a focus, especially at our community day school due to the high drop out rates of students. In our most recent data, our district has 13% chronic absenteeism and 2% high school dropout rate, and 4% suspension rate. Our 2019 CAASPP scores, 13% of English learners met or exceeded standards in English-language arts and 9% met or exceeded standards in math; 27% of foster youth students met or exceeded standards in English-language arts and 16% met or exceeded standards in math; and 39% of low income students met or exceeded standards in English-language arts and 26% met or exceeded standards in math. The needs of our English learners, foster youth and low income students were considered first, and the data indicates the need to continue providing student intervention support and materials.

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

Justification to Continue Action/Measurement of Effectiveness:
Justification for the continuation of these actions and services listed for our unduplicated students come from our 2019 CAASPP scores, 13% of English learners met or exceeded standards in English-language arts and 9% met or exceeded standards in math; 27% of foster youth students met or exceeded standards in English-language arts and 16% met or exceeded standards in math; and 39% of low income students met or exceeded standards in English-language arts and 26% met or exceeded standards in math. Therefore, our data indicates the need for our community day counselor who provides academic and social-emotional counseling support for our English learners, foster youth, and low income students to increase student outcomes and close the achievement gap. The action's continued effectiveness will be demonstrated by the increase in academic achievement and language proficiency, which will be measured by academic indicators, such as the ELA and math CAASPP scores, high school graduation rates, and chronic absenteeism rates.

Advancement Via Individual Determination (AVID)
Goal 2, Action 11 - Advancement Via Individual Determination (AVID) Program
Goal 2, Action 12 - Advancement Via Individual Determination (AVID) Tutors

Needs, Conditions, and Circumstances:
Our district is committed to continuing to support our English learners, foster youth, and low income students in AVID at our middle schools and high school to provide them with AVID strategies and support to increase academic outcomes as indicated by the data listed above. During the 20-21 school year, our district had128 students enrolled in AVID classes in our middle schools and and 266 students enrolled in AVID classes in our high school. Input from our English learners, foster youth and low income parents and all stakeholders support college and career readiness through our AVID program, increase the number of AVID tutors, and continue professional development for our AVID teachers.

Purpose:
The actions and services are used to support programs at all levels and are used to support programs at all levels and are used to hire AVID tutors, purchase instructional materials, and provide professional

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

Justification to Continue Action/Measure of Effectiveness:
The justification for the continuance of AVID unduplicated students is the success students have in the program and the effectiveness in meeting our student outcomes. Currently, 5% students are English learners, 3% foster youth, or 1% low income students in our AVID programs. AVID's effectiveness is supported through our CCA Dashboard metrics in the number of students passing AP exams. AVID also supports A-G completion, and although our metric decreased to 3% of our students who were prepared on the College/Career Indicator (CCI) of the CA Dashboard, along with 98% of English learners, 93% of foster youth students, and 92% of low income students not prepared on the CCI of the CA Dashboard. We will continue to measure the effectiveness of the program using the AP exam pass rate, college and career readiness indicator, and in reviewing the metrics for students meeting A-G requirements.

Goal 2, Action 13 - Site Allocations

Needs, Conditions, and Circumstances:
Principally directed to our English learners, foster youth and low income students, there is a need to support the individual goals and needs of schools and their unduplicated student populations as no two schools are the same, and each school is supported by their Single Plan for Student Achievement (SPSA), which is aligned to LCAP and district goals. In our most recent data, our district has 13% chronic absenteeism and 2% high school dropout rate, and 4% suspension rate. Our 2019 CAASPP scores, 13% of English learners met or exceeded standards in English-language arts and 9% met or exceeded standards in math; 27% of foster youth students met or exceeded standards in English-language arts and 16% met or exceeded standards in math; and 39% of low income students met or exceeded standards in English-language arts and 26% met or exceeded standards in math. Our data indicates the need to continue providing professional development at sites and support for existing and new teachers and intervention supports for our students.

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

Justification to Continue Action/Measurement of Effectiveness:
Justification to continue these action and services listed for our unduplicated students come from our 2019 CAASPP scores, 13% of English learners met or exceeded standards in English-language arts and 9% met or exceeded standards in math; 27% of foster youth students met or exceeded standards in English-language arts and 16% met or exceeded standards in math; and 39% of low income students met or exceeded standards in English-language arts and 26% met or exceeded standards in math. The actions' continued effectiveness will be demonstrated by the increase in academic achievement and language

proficiency, which will be measured by academic indicators, such as the ELA and math CAASPP scores, proficiency rates on the ELPAC, and EL reclassification rates.

Career Technical Education Pathways
Goal 3, Action 1 - Counseling Support
Goal 3, Action 2 - CTE Capstone Monitoring
Goal 3, Action 3 - CTE Professional Development
Goal 4, Action 1 - CTE Pathway Logistics
Goal 4, Action 2 - Middle School and High School Career Pathways Expansion
Goal 4, Action 3 - CTE Pathways Monitoring

Needs, Conditions, and Circumstances:
Stakeholder feedback requested support for CTE pathways. Our 20-21 CTE data indicates 3% of students enrolled in CTE pathways completed capstone courses. During 2020, 3% of our students were prepared on the College/Career Indicator (CCI) of the CA Dashboard, along with 98% of English learners, 93% of foster youth students, and 92% of low income students not prepared on the CCI of the CA Dashboard. There is a need to increase the number of unduplicated students completing pathways and scoring prepared on the CCI to support unduplicated students graduating college and career ready.

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

Justification to Continue Actions/Measure of Effectiveness:
The justification to continue supporting our students with high quality CTE programs addresses the goals of college and career readiness and provides learning options that are relevant to our English learners, foster youth, and low income students who might otherwise be at risk of leaving high school. We will continue to measure the effectiveness of our CTE programs through our district's college/career data. The district's A-G completion rate decreased from 79% in 2019 to 68% in 2020, with 0% being English learners, 0% foster youth, and 50% low income students. Therefore, funding for CTE programs and their expansion with an emphasis on improving the number of unduplicated students enrolled, increased A-G completion rate, and improving the number of students completing capstone courses for CTE pathways for these students to support college and career readiness. The actions will be measured by the metrics associated with the actions related to the corresponding goal.

Mental Health
Goal 5, Action 1 - Positive Behavioral Interventions and Supports (PBIS)
Goal 5, Action 8 - Care Solace
Goal 5, Action 9 - Mental Health Wellness Professional Development
Goal 5, Actions 2 through 7 - Social Emotional Support and Counselors

Needs, Conditions, and Circumstances:
Coming out of a year in distance learning and the pandemic, there has been an increasing need for mental

health services and counselors provided by our district. A trend has emerged to continue to keep mental health a focus and provide mental health supports and professional development based on local surveys, parent input and stakeholder feedback. Also, as students return to school after over a year in distance learning and several grade levels having not been on their campuses before, there is an increased need to promote a positive school climate and support positive behaviors as we welcome our students back. In our most recent data, our district has 13% chronic absenteeism and 2% high school dropout rate, and 4% suspension rate. Our 2019 CAASPP scores, 13% of English learners met or exceeded standards in English-language arts and 9% met or exceeded standards in math; 27% of foster youth students met or exceeded standards in English-language arts and 16% met or exceeded standards in math; and 39% of low income students met or exceeded standards in English-language arts and 26% met or exceeded standards in math. The data from our district shows a gap in student outcomes, along with surveys and feedback/input from parents, students, and staff indicated needs of English learners, foster youth and low income students were considered first when developing the actions and determining the effectiveness for the continuation of the actions to support increased student outcomes.

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

Justification to Continue Action/Measurement of Effectiveness:
Justification to continue supporting these actions and services listed for our unduplicated students come from our 2019 CAASPP scores, 13% of English learners met or exceeded standards in English-language arts and 9% met or exceeded standards in math; 27% of foster youth students met or exceeded standards in English-language arts and 16% met or exceeded standards in math; and 39% of low income students met or exceeded standards in English-language arts and 26% met or exceeded standards in math. Therefore, our data indicates the need for PBIS supports at our schools. Our data indicates a need for mental health supports and mental health professional development for our students and families as well. In addition, our data indicates Care Solace received 1244 inquiries from our families. Also, our data demonstrates a need for an attendance clerk to support an increase in student attendance and engagement to meet high school requirements. These actions' continued effectiveness will be demonstrated by the increase in academic achievement and language proficiency, which will be measured by academic indicators, such as the ELA and math CAASPP scores, chronic absenteeism and suspension rates.

Parent Engagement
Goal 6, Action 1 - Family Learning Center
Goal 6, Action 2 - Bilingual Parent Engagement Specialist
Goal 6, Action 3 - Bilingual Homeless/Foster Liaison Clerk
Goal 6, Action 5 - Translation Services

Needs, Conditions, and Circumstances:
One of our six district LCAP goals is family and school partnerships. In our 2019 data, out of 8,119 students, 634 students were English learners. Based on local survey data the needs of English learners, foster youth and low income students were considered first when developing and implementing the actions

to build the capacity of parents and support with the increase of student outcomes. Stakeholder engagement is vital to providing input on the actions and services for our students. Communication and support to families is a critical component of student achievement. The ability for our district to provide information in a language that is meaningful, is an additional way in which parents are supported and encouraged to take part in all the district has to offer as evidenced by the input from parents. Also, in our 2019 CAASPP scores, 13% of English learners met or exceeded standards in English-language arts and 9% met or exceeded standards in math; 27% of foster youth students met or exceeded standards in English-language arts and 16% met or exceeded standards in math; and 39% of low income students met or exceeded standards in English-language arts and 26% met or exceeded standards in math.

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

Justification to Continue Action/Measurement of Effectiveness:
Justification to continue supporting these actions and services listed for our unduplicated students are supported by our metrics to increase parent participation. Parent participation increased on virtual platforms, such as Zoom and Google Meets. In our most recent parent participation data, our district had 749 parents participate in parent/community partnership activities, such as workshops and trainings related to academic, social-emotional, mental health, and physical health of students for our parents. The Family Learning Center benefits English learners, foster youth, and low income students in meeting their needs, conditions, and circumstances first and foremost and is principally-directed and effective. For example, our Family Learning Center provides our parents and students to access the following: Career pathways, academic support, interventions and support, parent information workshops and trainings, and support for parental involvement. Our goal is to increase family engagement with our English learner, foster youth, and low income families in order for our parents and guardians to provide academic and social-emotional support for our Englisher learner, foster youth, and low income students outside of school. Our bilingual parent engagement specialist coordinates communication, parent and student workshops/trainings, parent-involvement activities, and parent and student resources to support English learners, foster youth, and low income students' physical wellness, social-emotional wellness, academic supports, and post-secondary plans after high school, such as academic tutoring financial aid planning, post-secondary program information, and post-secondary enrollment assistance. Our bilingual homeless/foster liaison clerk serves to communicate and provide supports for our English learners, foster youth, and low income students and families by serving as a link between our schools, community, and supports with translation services to increase parent and school communication and student engagement. These actions will continue to be supported with funds due to their effectiveness that has been evidenced from local parent data and student academic outcomes. Students will continue to demonstrate an increase in academic achievement and language proficiency, which will be measured by academic indicators, such as the ELA and math CAASPP scores, high school graduation rates, and college and career readiness 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 addition to these district-wide and school-wide supports, our district will also implement the following targeted student group-specific supports:

English Learner Supports
Goal 1, Action1 - English Language Development (ELD) Teachers
Goal 2, Action 1 - Supplemental Academic Support for English Learners, Foster Youth, and Low Income Students
Goal 2, Action 2 - English Learner Tutors

Needs, Conditions, and Circumstances:
The need for language support services and English learner site support stems from our academic data. The data reveals that there is still an achievement gap based on the CA School Dashboard. The needs of EL, FY, and LI students were considered first when developing the limited actions compared to all students' data that indicated a gap in academic achievement. In our 2019 CAASPP scores, 13% of English learners met or exceeded standards in English-language arts and 9% met or exceeded standards in math; 27% of foster youth students met or exceeded standards in English-language arts and 16% met or exceeded standards in math; and 39% of low income students met or exceeded standards in English-language arts and 26% met or exceeded standards in math. Therefore, our data indicates the need for supplemental support provided for English learners towards college readiness based on the CA Dashboard college and career indicators and targeted additional instructional support at our elementary schools for English learners who need additional support and are not meeting standards in our core instructional program as indicated based on CAASPP data.

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

Justification to Continue Actions/Measure of Effectiveness:
In our most recent data, In our 2019 CAASPP scores, 13% of English learners met or exceeded standards in English-language arts and 9% met or exceeded standards in math; 27% of foster youth students met or exceeded standards in English-language arts and 16% met or exceeded standards in math; and 39% of low income students met or exceeded standards in English-language arts and 26% met or exceeded standards in math. Therefore, our data indicates the need for ELD teachers to provide standards-based and supplemental literacy support for our English learner students. Also, our data indicates the need for supplemental support provided for English learners students towards college readiness and targeted additional instructional support. These actions continue to demonstrate an effective use of funds as demonstrated by the increase in academic achievement and language proficiency, which will be measured by academic indicators, such as the ELA CAASPP scores, proficiency rates on the ELPAC, and EL reclassification rates.

The actions/services in Prompts 1 and 2 quantitatively and/or qualitatively meet the 11.11% minimum

proportionality percentage for the 2021-2022 school year, the percentage by which services fur unduplicated pupils must be increased or improved as compared to the services provided to all pupils as calculated pursuant to 5 CCR 15496(a).

Data Entry Table

Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
Goal #1 Action #1						
English Language Development (ELD) Teachers		Yes	Limited	English Learners	Middle Schools and High School	Ongoing
Goal #1 Action #2						
Elementary STEAM (Science, Technology, Engineering, Art and Math) Teachers		Yes	LEA-wide	English Learners, Foster Youth, and Low Income Students	All Elementary Schools	Ongoing
Goal #1 Action #3						
Elementary PE Teachers	All	No	Schoolwide	English Learners, Foster Youth, and Low Income Students	All Elementary Schools	Ongoing
Goal #1 Action #4						
Speech Language Pathologist Incentive	Special Education Students	No	LEA-wide	English Learners, Foster Youth, and Low Income Students	All Schools	Ongoing
Goal #1 Action #5						

Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
Elementary Library Technicians		Yes	Schoolwide	English Learners, Foster Youth, and Low Income Students	Elementary Schools and Community Day School	Ongoing
Goal #1 Action #6						
Standards-Aligned Instructional Materials	All	No	LEA-wide	English Learners, Foster Youth, and Low Income Students	All Schools	Ongoing
Goal #1 Action #7						
School Facilities In Good Repair	All Students	No	LEA-wide	English Learners, Foster Youth, and Low Income Students	All Schools	Ongoing
Goal #1 Action #8						
High-Quality Professional Development		Yes	LEA-wide	English Learners, Foster Youth, and Low Income Students	All Schools	Ongoing
Goal #1 Action #9						
Elementary Curriculum Director		Yes	LEA-wide	English Learners, Foster Youth, and Low Income Students	All Schools	Ongoing
Goal #1 Action #10						

Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
Elementary Teacher on Assignment		Yes	LEA-wide	English Learners, Foster Youth, and Low Income Students	Elementary Schools	Ongoing
Goal #1 Action #11						
Teaching and Learning Director		Yes	LEA-wide	English Learners, Foster Youth, and Low Income Students	All Schools	Ongoing
Goal #1 Action #12						
Secondary Teacher on Assignment		Yes	LEA-wide	English Learners, Foster Youth, and Low Income Students	Secondary Schools	Ongoing
Goal #1 Action #13						
Special Projects Director		Yes	LEA-wide	English Learners, Foster Youth, and Low Income Students	All Schools	Ongoing
Goal #1 Action #14						
Special Projects Technician		Yes	LEA-wide	English Learners, Foster Youth, and Low Income Students	All Schools	Ongoing
Goal #1 Action #15						

Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
Child Welfare and Attendance Secretary	All	No	LEA-wide	English Learners, Foster Youth, and Low Income Students	All Schools	Ongoing
Goal #1 Action #16						
Educational Technology Hardware and Software		Yes	LEA-wide	English Learners, Foster Youth, and Low Income Students	All Schools	Ongoing
Goal #1 Action #17						
Site Systems Technician		Yes	Schoolwide	English Learners, Foster Youth, and Low Income Students	High School	Ongoing
Goal #1 Action #18						
Computer Resource Assistants		Yes	LEA-wide	English Learners, Foster Youth, and Low Income Students	All Schools	Ongoing
Goal #1 Action #19						
Technology Support Specialist		Yes	LEA-wide	English Learners, Foster Youth, and Low Income Students	All Schools	Ongoing
Goal #1 Action #20						

Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
Data/Network Technician		Yes	LEA-wide	English learners, Foster Youth, and Low Income Students	All Schools	Ongoing
Goal #1 Action #21						
New Teacher Induction Program		Yes	LEA-wide	English Learners, Foster Youth, and Low Income Students	All Schools	Ongoing
Goal #1 Action #22						
Visual And Performing Arts (VAPA) Support		Yes	LEA-wide	English Learners, Foster Youth, and Low Income Students	All Schools	Ongoing
Goal #1 Action #23						
Independent Study Teachers		Yes	LEA-wide	English Learners, Foster Youth, and Low Income Students	K-8 School and High School	Ongoing
Goal #2 Action #1						
Supplemental Academic Support for English Learners, Foster Youth, and Low Income Students		Yes	Limited	English Learners, Foster Youth, and Low-Income Students	High Schools	Ongoing
Goal #2 Action #2						

Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
English Learner Tutors		Yes	Limited	English Learners	All Schools	Ongoing
Goal #2 Action #3						
Elementary Targeted Intervention Specialists	All students	No	Schoolwide	English Learners, Foster Youth, and Low Income Students	Elementary Schools	Ongoing
Goal #2 Action #4						
Elementary Reading Specialists	All students	No	Schoolwide	English Learners, Foster Youth, and Low Income Students	Elementary Schools	Ongoing
Goal #2 Action #5						
Community Day School Counselor		Yes	Schoolwide	English Learners, Foster Youth, and Low Income Students	Community Day School	Ongoing
Goal #2 Action #6						
Instructional Aides		Yes	Schoolwide	English Learners, Foster Youth, and Low Income Students	Elementary Schools and Community Day School	Ongoing
Goal #2 Action #7						
Independent Study High School Curriculum		Yes	Schoolwide	English Learners, Foster Youth, and Low Income Students	High Schools	Ongoing

Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
Goal #2 Action #8						
Credit Recovery Teachers		Yes	Schoolwide	English Learners, Foster Youth and Low Income Students	High School	Ongoing
Goal #2 Action #9						
Additional Elective Courses		Yes	Schoolwide	English Learners, Foster Youth, and Low Income Students	Middle Schools	Ongoing
Goal #2 Action #10						
Intervention Materials Support		Yes	LEA-wide	English Learners, Foster Youth, and Low Income Students	All School	Ongoing
Goal #2 Action #11						
Advancement Via Individual Determination (AVID)		Yes	Schoolwide	English Learners, Foster Youth, and Low Income Students	Middle Schools and High School	Ongoing
Goal #2 Action #12						
Advancement Via Individual Determination (AVID) Tutors		Yes	Schoolwide	English Learners, Foster Youth, and Low Income Students	Middle Schools and High School	Ongoing
Goal #2 Action #13						

Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
Site Allocations		Yes	LEA-wide	English Learners, Foster Youth, and Low Income Students	All Schools	Ongoing
Goal #3 Action #1						
Counseling Support	Middle School and High School Students	Yes	Schoolwide	English Learners, Foster Youth, and Low-Income Students	High Schools	Ongoing
Goal #3 Action #2						
CTE Capstone Monitoring		Yes	Schoolwide	English Learners, Foster Youth, and Low-Income Students	High Schools	Ongoing
Goal #3 Action #3						
CTE Professional Development	All	Yes	Schoolwide	English Learners, Foster Youth, and Low-Income Students	Middle Schools and High Schools	Ongoing
Goal #3 Action #4						
CTE Credential Support	All	No	Schoolwide	English Learners, Foster Youth, and Low-Income Students	Middle Schools and High Schools	Ongoing
Goal #4 Action #1						

Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
CTE Pathway Logistics - Equipment, Supplies, Training, and Intervention		Yes	Schoolwide	English Learners, Foster Youth, and Low-Income Students	Middle Schools and High Schools	Ongoing
Goal #4 Action #2						
Middle School and High School Career Pathways Expansion		Yes	Schoolwide	English Learners, Foster Youth, and Low-Income Students	Middle Schools and High Schools	Ongoing
Goal #4 Action #3						
CTE Pathways Monitoring		Yes	Schoolwide	English Learners, Foster Youth, and Low-Income Students	High School	Ongoing
Goal #5 Action #1						
Positive Behavioral Interventions and Supports (PBIS)		Yes	LEA-wide	English Learners, Foster Youth, and Low-Income Students	All Schools	Ongoing
Goal #5 Action #2						
Social Emotional Learning (SEL) Curriculum	All	Yes	LEA-wide	English Learners, Foster Youth, and Low Income Students	Elementary Schools and Middle Schools	Ongoing
Goal #5 Action #3						

Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
Where Everybody Belongs (WEB)/Link Crew	All	Yes	Schoolwide	English Learners, Foster Youth, and Low Income Students	Middle Schools and High School	Ongoing
Goal #5 Action #4						
Elementary Counselors	All	Yes	Schoolwide	English Learners, Foster Youth, and Low-Income Students	Elementary Schools	Ongoing
Goal #5 Action #5						
Middle School Counselors	All	Yes	LEA-wide	English Learners, Foster Youth, and Low Income	All Middle Schools	Ongoing
Goal #5 Action #6						
High School Counselor	All	Yes	Schoolwide	English Learners, Foster Youth, and Low Income Students	High School	Ongoing
Goal #5 Action #7						
Behavioral Health Counselors	All	Yes	LEA-wide	English Language Learners, Foster Youth, and Low Income Students	All Schools	Ongoing
Goal #5 Action #8						

Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
Care Solace		Yes	LEA-wide	English Learners, Foster Youth, and Low Income Students	All Schools	Ongoing
Goal #5 Action #9						
Mental Health Wellness Professional Development		Yes	LEA-wide	English Learners, Foster Youth, and Low Income Students	All Schools	Ongoing
Goal #5 Action #10						
Program Specialist	Special Education Students	No	Schoolwide	English Learners, Foster Youth, and Low Income Students	High School and Middle School	Ongoing
Goal #5 Action #11						
Attendance Support Clerk	All Students	No	Schoolwide	English Learners, Foster Youth, and Low Income Students	High School	Ongoing
Goal #6 Action #1						
Family Learning Center		Yes	LEA-wide	English Learners, Foster Youth, and Low-Income Students	All Schools	Ongoing
Goal #6 Action #2						

Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
Bilingual Parent Engagement Specialist		Yes	LEA-wide	English Learners, Foster Youth, and Low-Income Students	All Schools	Ongoing
Goal #6 Action #3						
Bilingual Homeless/Foster Liaison Clerk		Yes	LEA-wide	English Learners, Foster Youth, and Low-Income Students	All Schools	Ongoing
Goal #6 Action #4						
Community Liaison	All Students	No	Schoolwide	English Learners, Foster Youth, and Low-Income Students	Community Day School and Continuation High School	Ongoing
Goal #6 Action #5						
Translation Services		Yes	LEA-wide	English Learners, Foster Youth, and Low-Income Students	All Schools	Ongoing

Data Entry Table

Personnel Expense	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Goal #1 Action #1							
100.00%	$269,612.00	$0.00	$269,612.00	$0.00	$0.00	$0.00	$269,612.00
Goal #1 Action #2							
100.00%	$597,828.00	$0.00	$597,828.00	$0.00	$0.00	$0.00	$597,828.00
Goal #1 Action #3							

Personnel Expense	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
100.00%	$705,322.00	$0.00	$705,322.00	$0.00	$0.00	$0.00	$705,322.00
Goal #1 Action #4							
100.00%	$200,000.00	$0.00	$200,000.00	$0.00	$0.00	$0.00	$200,000.00
Goal #1 Action #5							
100.00%	$155,250.00	$0.00	$155,250.00	$0.00	$0.00	$0.00	$155,250.00
Goal #1 Action #6							
0%	$0.00	$150,000.00	$150,000.00	$0.00	$0.00	$0.00	$150,000.00
Goal #1 Action #7							
0%	$0.00	$25,000.00	$25,000.00	$0.00	$0.00	$0.00	$25,000.00
Goal #1 Action #8							
0%	$0.00	$345,620.00	$250,000.00	$0.00	$0.00	$95,620.00	$345,620.00
Goal #1 Action #9							
100.00%	$190,687.00	$0.00	$190,687.00	$0.00	$0.00	$0.00	$190,687.00
Goal #1 Action #10							
100.00%	$98,658.00	$0.00	$66,101.00	$0.00	$0.00	$32,557.00	$98,658.00
Goal #1 Action #11							
100.00%	$190,687.00	$0.00	$190,687.00	$0.00	$0.00	$0.00	$190,687.00
Goal #1 Action #12							
100.00%	$98,658.00	$0.00	$66,101.00	$0.00	$0.00	$32,557.00	$98,658.00
Goal #1 Action #13							
100.00%	$190,687.00	$0.00	$190,687.00	$0.00	$0.00	$0.00	$190,687.00
Goal #1 Action #14							
100.00%	$55,023.00	$0.00	$42,127.00	$0.00	$0.00	$12,896.00	$55,023.00
Goal #1 Action #15							
100.00%	$32,277.00	$0.00	$32,277.00	$0.00	$0.00	$0.00	$32,277.00
Goal #1 Action #16							
0%	$0.00	$220,000.00	$220,000.00	$0.00	$0.00	$0.00	$220,000.00
Goal #1 Action #17							
100.00%	$93,813.00	$0.00	$93,813.00	$0.00	$0.00	$0.00	$93,813.00
Goal #1 Action #18							
100.00%	$270,000.00	$0.00	$270,000.00	$0.00	$0.00	$0.00	$270,000.00
Goal #1 Action #19							
100.00%	$97,744.00	$0.00	$97,744.00	$0.00	$0.00	$0.00	$97,744.00

Personnel Expense	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Goal #1 Action #20							
100.00%	$75,597.00	$0.00	$75,597.00	$0.00	$0.00	$0.00	$75,597.00
Goal #1 Action #21							
100.00%	$135,000.00	$0.00	$135,000.00	$0.00	$0.00	$0.00	$135,000.00
Goal #1 Action #22							
0%	$0.00	$128,000.00	$128,000.00	$0.00	$0.00	$0.00	$128,000.00
Goal #1 Action #23							
100.00%	$1,369,404.00	$0.00	$1,369,404.00	$0.00	$0.00	$0.00	$1,369,404.00
Goal #2 Action #1							
0%	$0.00	$175,000.00	$175,000.00	$0.00	$0.00	$0.00	$175,000.00
Goal #2 Action #2							
100.00%	$275,100.00	$0.00	$275,100.00	$0.00	$0.00	$0.00	$275,100.00
Goal #2 Action #3							
100.00%	$660,798.00	$0.00	$0.00	$0.00	$0.00	$660,798.00	$660,798.00
Goal #2 Action #4							
100.00%	$401,789.00	$0.00	$0.00	$0.00	$0.00	$401,789.00	$401,789.00
Goal #2 Action #5							
100.00%	$136,945.00	$0.00	$136,945.00	$0.00	$0.00	$0.00	$136,945.00
Goal #2 Action #6							
100.00%	$241,792.00	$0.00	$241,792.00	$0.00	$0.00	$0.00	$241,792.00
Goal #2 Action #7							
0%	$0.00	$150,000.00	$150,000.00	$0.00	$0.00	$0.00	$150,000.00
Goal #2 Action #8							
100.00%	$40,000.00	$0.00	$40,000.00	$0.00	$0.00	$0.00	$40,000.00
Goal #2 Action #9							
100.00%	$60,000.00	$0.00	$60,000.00	$0.00	$0.00	$0.00	$60,000.00
Goal #2 Action #10							
0%	$0.00	$50,000.00	$50,000.00	$0.00	$0.00	$0.00	$50,000.00
Goal #2 Action #11							
0%	$0.00	$30,000.00	$30,000.00	$0.00	$0.00	$0.00	$30,000.00
Goal #2 Action #12							
100.00%	$41,357.00	$0.00	$41,357.00	$0.00	$0.00	$0.00	$41,357.00
Goal #2 Action #13							

Personnel Expense	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
0%	$0.00	$894,840.00	$894,840.00	$0.00	$0.00	$0.00	$894,840.00
Goal #3 Action #1							
0%	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Goal #3 Action #2							
0%	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Goal #3 Action #3							
0%	$0.00	$10,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00
Goal #3 Action #4							
0%	$0.00	$10,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00
Goal #4 Action #1							
0%	$0.00	$100,000.00	$100,000.00	$0.00	$0.00	$0.00	$100,000.00
Goal #4 Action #2							
0%	$0.00	$20,000.00	$20,000.00	$0.00	$0.00	$0.00	$20,000.00
Goal #4 Action #3							
100.00%	$80,000.00	$0.00	$80,000.00	$0.00	$0.00	$0.00	$80,000.00
Goal #5 Action #1							
0%	$0.00	$46,500.00	$46,500.00	$0.00	$0.00	$0.00	$46,500.00
Goal #5 Action #2							
0%	$0.00	$50,000.00	$50,000.00	$0.00	$0.00	$0.00	$50,000.00
Goal #5 Action #3							
0%	$0.00	$40,000.00	$40,000.00	$0.00	$0.00	$0.00	$40,000.00
Goal #5 Action #4							
100.00%	$932,157.00	$1.00	$932,158.00	$0.00	$0.00	$0.00	$932,158.00
Goal #5 Action #5							
100.00%	$265,042.00	$0.00	$265,042.00	$0.00	$0.00	$0.00	$265,042.00
Goal #5 Action #6							
100.00%	$156,000.00	$0.00	$156,000.00	$0.00	$0.00	$0.00	$156,000.00
Goal #5 Action #7							
100.00%	$317,776.00	$0.00	$317,776.00	$0.00	$0.00	$0.00	$317,776.00
Goal #5 Action #8							
0%	$0.00	$39,686.00	$39,686.00	$0.00	$0.00	$0.00	$39,686.00
Goal #5 Action #9							
0%	$0.00	$20,000.00	$20,000.00	$0.00	$0.00	$0.00	$20,000.00

Personnel Expense	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Goal #5 Action #10							
100.00%	$134,596.00	$0.00	$134,596.00	$0.00	$0.00	$0.00	$134,596.00
Goal #5 Action #11							
100.00%	$63,788.00	$0.00	$63,788.00	$0.00	$0.00	$0.00	$63,788.00
Goal #6 Action #1							
0%	$0.00	$25,000.00	$25,000.00	$0.00	$0.00	$0.00	$25,000.00
Goal #6 Action #2							
100.00%	$57,307.00	$0.00	$57,307.00	$0.00	$0.00	$0.00	$57,307.00
Goal #6 Action #3							
100.00%	$63,223.00	$0.00	$63,223.00	$0.00	$0.00	$0.00	$63,223.00
Goal #6 Action #4							
100.00%	$57,235.00	$0.00	$0.00	$0.00	$0.00	$57,235.00	$57,235.00
Goal #6 Action #5							
0%	$0.00	$10,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00

Total Expenditures Table

Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Goal #1 Action #1						
English Language Development (ELD) Teachers	English Learners	$269,612.00	$0.00	$0.00	$0.00	$269,612.00
Goal #1 Action #2						
Elementary STEAM (Science, Technology, Engineering, Art and Math) Teachers	English Learners, Foster Youth, and Low Income Students	$597,828.00	$0.00	$0.00	$0.00	$597,828.00
Goal #1 Action #3						

Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Elementary PE Teachers	All	$705,322.00	$0.00	$0.00	$0.00	$705,322.00
Goal #1 Action #4						
Speech Language Pathologist Incentive	Special Education Students	$200,000.00	$0.00	$0.00	$0.00	$200,000.00
Goal #1 Action #5						
Elementary Library Technicians	English Learners, Foster Youth, and Low Income Students	$155,250.00	$0.00	$0.00	$0.00	$155,250.00
Goal #1 Action #6						
Standards-Aligned Instructional Materials	All	$150,000.00	$0.00	$0.00	$0.00	$150,000.00
Goal #1 Action #7						
School Facilities In Good Repair	All Students	$25,000.00	$0.00	$0.00	$0.00	$25,000.00
Goal #1 Action #8						
High-Quality Professional Development	English Learners, Foster Youth, and Low Income Students	$250,000.00	$0.00	$0.00	$95,620.00	$345,620.00
Goal #1 Action #9						

Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Elementary Curriculum Director	English Learners, Foster Youth, and Low Income Students	$190,687.00	$0.00	$0.00	$0.00	$190,687.00
Goal #1 Action #10						
Elementary Teacher on Assignment	English Learners, Foster Youth, and Low Income Students	$66,101.00	$0.00	$0.00	$32,557.00	$98,658.00
Goal #1 Action #11						
Teaching and Learning Director	English Learners, Foster Youth, and Low Income Students	$190,687.00	$0.00	$0.00	$0.00	$190,687.00
Goal #1 Action #12						
Secondary Teacher on Assignment	English Learners, Foster Youth, and Low Income Students	$66,101.00	$0.00	$0.00	$32,557.00	$98,658.00
Goal #1 Action #13						
Special Projects Director	English Learners, Foster Youth, and Low Income Students	$190,687.00	$0.00	$0.00	$0.00	$190,687.00
Goal #1 Action #14						

Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Special Projects Technician	English Learners, Foster Youth, and Low Income Students	$42,127.00	$0.00	$0.00	$12,896.00	$55,023.00
Goal #1 Action #15						
Child Welfare and Attendance Secretary	All	$32,277.00	$0.00	$0.00	$0.00	$32,277.00
Goal #1 Action #16						
Educational Technology Hardware and Software	English Learners, Foster Youth, and Low Income Students	$220,000.00	$0.00	$0.00	$0.00	$220,000.00
Goal #1 Action #17						
Site Systems Technician	English Learners, Foster Youth, and Low Income Students	$93,813.00	$0.00	$0.00	$0.00	$93,813.00
Goal #1 Action #18						
Computer Resource Assistants	English Learners, Foster Youth, and Low Income Students	$270,000.00	$0.00	$0.00	$0.00	$270,000.00
Goal #1 Action #19						
Technology Support Specialist	English Learners, Foster Youth, and Low Income Students	$97,744.00	$0.00	$0.00	$0.00	$97,744.00

Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Goal #1 Action #20						
Data/Network Technician	English learners, Foster Youth, and Low Income Students	$75,597.00	$0.00	$0.00	$0.00	$75,597.00
Goal #1 Action #21						
New Teacher Induction Program	English Learners, Foster Youth, and Low Income Students	$135,000.00	$0.00	$0.00	$0.00	$135,000.00
Goal #1 Action #22						
Visual And Performing Arts (VAPA) Support	English Learners, Foster Youth, and Low Income Students	$128,000.00	$0.00	$0.00	$0.00	$128,000.00
Goal #1 Action #23						
Independent Study Teachers	English Learners, Foster Youth, and Low Income Students	$1,369,404.00	$0.00	$0.00	$0.00	$1,369,404.00
Goal #2 Action #1						
Supplemental Academic Support for English Learners, Foster Youth, and Low Income Students	English Learners, Foster Youth, and Low-Income Students	$175,000.00	$0.00	$0.00	$0.00	$175,000.00
Goal #2 Action #2						

Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
English Learner Tutors	English Learners	$275,100.00	$0.00	$0.00	$0.00	$275,100.00
Goal #2 Action #3						
Elementary Targeted Intervention Specialists	All students	$0.00	$0.00	$0.00	$660,798.00	$660,798.00
Goal #2 Action #4						
Elementary Reading Specialists	All students	$0.00	$0.00	$0.00	$401,789.00	$401,789.00
Goal #2 Action #5						
Community Day School Counselor	English Learners, Foster Youth, and Low Income Students	$136,945.00	$0.00	$0.00	$0.00	$136,945.00
Goal #2 Action #6						
Instructional Aides	English Learners, Foster Youth, and Low Income Students	$241,792.00	$0.00	$0.00	$0.00	$241,792.00
Goal #2 Action #7						
Independent Study High School Curriculum	English Learners, Foster Youth, and Low Income Students	$150,000.00	$0.00	$0.00	$0.00	$150,000.00
Goal #2 Action #8						

Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Credit Recovery Teachers	English Learners, Foster Youth and Low Income Students	$40,000.00	$0.00	$0.00	$0.00	$40,000.00
Goal #2 Action #9						
Additional Elective Courses	English Learners, Foster Youth, and Low Income Students	$60,000.00	$0.00	$0.00	$0.00	$60,000.00
Goal #2 Action #10						
Intervention Materials Support	English Learners, Foster Youth, and Low Income Students	$50,000.00	$0.00	$0.00	$0.00	$50,000.00
Goal #2 Action #11						
Advancement Via Individual Determination (AVID)	English Learners, Foster Youth, and Low Income Students	$30,000.00	$0.00	$0.00	$0.00	$30,000.00
Goal #2 Action #12						
Advancement Via Individual Determination (AVID) Tutors	English Learners, Foster Youth, and Low Income Students	$41,357.00	$0.00	$0.00	$0.00	$41,357.00
Goal #2 Action #13						

Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Site Allocations	English Learners, Foster Youth, and Low Income Students	$894,840.00	$0.00	$0.00	$0.00	$894,840.00
Goal #3 Action #1						
Counseling Support	English Learners, Foster Youth, and Low-Income Students	$0.00	$0.00	$0.00	$0.00	$0.00
Goal #3 Action #2						
CTE Capstone Monitoring	English Learners, Foster Youth, and Low-Income Students	$0.00	$0.00	$0.00	$0.00	$0.00
Goal #3 Action #3						
CTE Professional Development	English Learners, Foster Youth, and Low-Income Students	$10,000.00	$0.00	$0.00	$0.00	$10,000.00
Goal #3 Action #4						
CTE Credential Support	All	$10,000.00	$0.00	$0.00	$0.00	$10,000.00
Goal #4 Action #1						

Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
CTE Pathway Logistics - Equipment, Supplies, Training, and Intervention	English Learners, Foster Youth, and Low-Income Students	$100,000.00	$0.00	$0.00	$0.00	$100,000.00
Goal #4 Action #2						
Middle School and High School Career Pathways Expansion	English Learners, Foster Youth, and Low-Income Students	$20,000.00	$0.00	$0.00	$0.00	$20,000.00
Goal #4 Action #3						
CTE Pathways Monitoring	English Learners, Foster Youth, and Low-Income Students	$80,000.00	$0.00	$0.00	$0.00	$80,000.00
Goal #5 Action #1						
Positive Behavioral Interventions and Supports (PBIS)	English Learners, Foster Youth, and Low-Income Students	$46,500.00	$0.00	$0.00	$0.00	$46,500.00
Goal #5 Action #2						
Social Emotional Learning (SEL) Curriculum	English Learners, Foster Youth, and Low Income Students	$50,000.00	$0.00	$0.00	$0.00	$50,000.00
Goal #5 Action #3						

Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Where Everybody Belongs (WEB)/Link Crew	English Learners, Foster Youth, and Low Income Students	$40,000.00	$0.00	$0.00	$0.00	$40,000.00
Goal #5 Action #4						
Elementary Counselors	English Learners, Foster Youth, and Low-Income Students	$932,158.00	$0.00	$0.00	$0.00	$932,158.00
Goal #5 Action #5						
Middle School Counselors	English Learners, Foster Youth, and Low Income	$265,042.00	$0.00	$0.00	$0.00	$265,042.00
Goal #5 Action #6						
High School Counselor	English Learners, Foster Youth, and Low Income Students	$156,000.00	$0.00	$0.00	$0.00	$156,000.00
Goal #5 Action #7						
Behavioral Health Counselors	English Language Learners, Foster Youth, and Low Income Students	$317,776.00	$0.00	$0.00	$0.00	$317,776.00
Goal #5 Action #8						

Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Care Solace	English Learners, Foster Youth, and Low Income Students	$39,686.00	$0.00	$0.00	$0.00	$39,686.00
Goal #5 Action #9						
Mental Health Wellness Professional Development	English Learners, Foster Youth, and Low Income Students	$20,000.00	$0.00	$0.00	$0.00	$20,000.00
Goal #5 Action #10						
Program Specialist	Special Education Students	$134,596.00	$0.00	$0.00	$0.00	$134,596.00
Goal #5 Action #11						
Attendance Support Clerk	All Students	$63,788.00	$0.00	$0.00	$0.00	$63,788.00
Goal #6 Action #1						
Family Learning Center	English Learners, Foster Youth, and Low-Income Students	$25,000.00	$0.00	$0.00	$0.00	$25,000.00
Goal #6 Action #2						
Bilingual Parent Engagement Specialist	English Learners, Foster Youth, and Low-Income Students	$57,307.00	$0.00	$0.00	$0.00	$57,307.00
Goal #6 Action #3						

Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Bilingual Homeless/Foster Liaison Clerk	English Learners, Foster Youth, and Low-Income Students	$63,223.00	$0.00	$0.00	$0.00	$63,223.00
Goal #6 Action #4						
Community Liaison	All Students	$0.00	$0.00	$0.00	$57,235.00	$57,235.00
Goal #6 Action #5						
Translation Services	English Learners, Foster Youth, and Low-Income Students	$10,000.00	$0.00	$0.00	$0.00	$10,000.00

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$10,057,347.00	$0.00	$0.00	$1,293,452.00	$11,350,799.00

Total Personnel	Total Non-Personnel
$8,811,152.00	$2,539,647.00

Contributing Expenditures Tables

Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
Goal #1 Action #1					
English Language Development (ELD) Teachers	Limited	English Learners	Middle Schools and High School	$269,612.00	$269,612.00
Goal #1 Action #2					

Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
Elementary STEAM (Science, Technology, Engineering, Art and Math) Teachers	LEA-wide	English Learners, Foster Youth, and Low Income Students	All Elementary Schools	$597,828.00	$597,828.00
Goal #1 Action #5					
Elementary Library Technicians	Schoolwide	English Learners, Foster Youth, and Low Income Students	Elementary Schools and Community Day School	$155,250.00	$155,250.00
Goal #1 Action #8					
High-Quality Professional Development	LEA-wide	English Learners, Foster Youth, and Low Income Students	All Schools	$250,000.00	$345,620.00
Goal #1 Action #9					
Elementary Curriculum Director	LEA-wide	English Learners, Foster Youth, and Low Income Students	All Schools	$190,687.00	$190,687.00
Goal #1 Action #10					
Elementary Teacher on Assignment	LEA-wide	English Learners, Foster Youth, and Low Income Students	Elementary Schools	$66,101.00	$98,658.00
Goal #1 Action #11					

Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
Teaching and Learning Director	LEA-wide	English Learners, Foster Youth, and Low Income Students	All Schools	$190,687.00	$190,687.00
Goal #1 Action #12					
Secondary Teacher on Assignment	LEA-wide	English Learners, Foster Youth, and Low Income Students	Secondary Schools	$66,101.00	$98,658.00
Goal #1 Action #13					
Special Projects Director	LEA-wide	English Learners, Foster Youth, and Low Income Students	All Schools	$190,687.00	$190,687.00
Goal #1 Action #14					
Special Projects Technician	LEA-wide	English Learners, Foster Youth, and Low Income Students	All Schools	$42,127.00	$55,023.00
Goal #1 Action #16					
Educational Technology Hardware and Software	LEA-wide	English Learners, Foster Youth, and Low Income Students	All Schools	$220,000.00	$220,000.00
Goal #1 Action #17					

Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
Site Systems Technician	Schoolwide	English Learners, Foster Youth, and Low Income Students	High School	$93,813.00	$93,813.00
Goal #1 Action #18					
Computer Resource Assistants	LEA-wide	English Learners, Foster Youth, and Low Income Students	All Schools	$270,000.00	$270,000.00
Goal #1 Action #19					
Technology Support Specialist	LEA-wide	English Learners, Foster Youth, and Low Income Students	All Schools	$97,744.00	$97,744.00
Goal #1 Action #20					
Data/Network Technician	LEA-wide	English learners, Foster Youth, and Low Income Students	All Schools	$75,597.00	$75,597.00
Goal #1 Action #21					
New Teacher Induction Program	LEA-wide	English Learners, Foster Youth, and Low Income Students	All Schools	$135,000.00	$135,000.00
Goal #1 Action #22					

Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
Visual And Performing Arts (VAPA) Support	LEA-wide	English Learners, Foster Youth, and Low Income Students	All Schools	$128,000.00	$128,000.00
Goal #1 Action #23					
Independent Study Teachers	LEA-wide	English Learners, Foster Youth, and Low Income Students	K-8 School and High School	$1,369,404.00	$1,369,404.00
Goal #2 Action #1					
Supplemental Academic Support for English Learners, Foster Youth, and Low Income Students	Limited	English Learners, Foster Youth, and Low-Income Students	High Schools	$175,000.00	$175,000.00
Goal #2 Action #2					
English Learner Tutors	Limited	English Learners	All Schools	$275,100.00	$275,100.00
Goal #2 Action #5					
Community Day School Counselor	Schoolwide	English Learners, Foster Youth, and Low Income Students	Community Day School	$136,945.00	$136,945.00
Goal #2 Action #6					

Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
Instructional Aides	Schoolwide	English Learners, Foster Youth, and Low Income Students	Elementary Schools and Community Day School	$241,792.00	$241,792.00
Goal #2 Action #7					
Independent Study High School Curriculum	Schoolwide	English Learners, Foster Youth, and Low Income Students	High Schools	$150,000.00	$150,000.00
Goal #2 Action #8					
Credit Recovery Teachers	Schoolwide	English Learners, Foster Youth and Low Income Students	High School	$40,000.00	$40,000.00
Goal #2 Action #9					
Additional Elective Courses	Schoolwide	English Learners, Foster Youth, and Low Income Students	Middle Schools	$60,000.00	$60,000.00
Goal #2 Action #10					
Intervention Materials Support	LEA-wide	English Learners, Foster Youth, and Low Income Students	All School	$50,000.00	$50,000.00
Goal #2 Action #11					

Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
Advancement Via Individual Determination (AVID)	Schoolwide	English Learners, Foster Youth, and Low Income Students	Middle Schools and High School	$30,000.00	$30,000.00
Goal #2 Action #12					
Advancement Via Individual Determination (AVID) Tutors	Schoolwide	English Learners, Foster Youth, and Low Income Students	Middle Schools and High School	$41,357.00	$41,357.00
Goal #2 Action #13					
Site Allocations	LEA-wide	English Learners, Foster Youth, and Low Income Students	All Schools	$894,840.00	$894,840.00
Goal #3 Action #1					
Counseling Support	Schoolwide	English Learners, Foster Youth, and Low-Income Students	High Schools	$0.00	$0.00
Goal #3 Action #2					
CTE Capstone Monitoring	Schoolwide	English Learners, Foster Youth, and Low-Income Students	High Schools	$0.00	$0.00
Goal #3 Action #3					

Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
CTE Professional Development	Schoolwide	English Learners, Foster Youth, and Low-Income Students	Middle Schools and High Schools	$10,000.00	$10,000.00
Goal #4 Action #1					
CTE Pathway Logistics - Equipment, Supplies, Training, and Intervention	Schoolwide	English Learners, Foster Youth, and Low-Income Students	Middle Schools and High Schools	$100,000.00	$100,000.00
Goal #4 Action #2					
Middle School and High School Career Pathways Expansion	Schoolwide	English Learners, Foster Youth, and Low-Income Students	Middle Schools and High Schools	$20,000.00	$20,000.00
Goal #4 Action #3					
CTE Pathways Monitoring	Schoolwide	English Learners, Foster Youth, and Low-Income Students	High School	$80,000.00	$80,000.00
Goal #5 Action #1					
Positive Behavioral Interventions and Supports (PBIS)	LEA-wide	English Learners, Foster Youth, and Low-Income Students	All Schools	$46,500.00	$46,500.00
Goal #5 Action #2					

Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
Social Emotional Learning (SEL) Curriculum	LEA-wide	English Learners, Foster Youth, and Low Income Students	Elementary Schools and Middle Schools	$50,000.00	$50,000.00
Goal #5 Action #3					
Where Everybody Belongs (WEB)/Link Crew	Schoolwide	English Learners, Foster Youth, and Low Income Students	Middle Schools and High School	$40,000.00	$40,000.00
Goal #5 Action #4					
Elementary Counselors	Schoolwide	English Learners, Foster Youth, and Low-Income Students	Elementary Schools	$932,158.00	$932,158.00
Goal #5 Action #5					
Middle School Counselors	LEA-wide	English Learners, Foster Youth, and Low Income	All Middle Schools	$265,042.00	$265,042.00
Goal #5 Action #6					
High School Counselor	Schoolwide	English Learners, Foster Youth, and Low Income Students	High School	$156,000.00	$156,000.00
Goal #5 Action #7					

Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
Behavioral Health Counselors	LEA-wide	English Language Learners, Foster Youth, and Low Income Students	All Schools	$317,776.00	$317,776.00
Goal #5 Action #8					
Care Solace	LEA-wide	English Learners, Foster Youth, and Low Income Students	All Schools	$39,686.00	$39,686.00
Goal #5 Action #9					
Mental Health Wellness Professional Development	LEA-wide	English Learners, Foster Youth, and Low Income Students	All Schools	$20,000.00	$20,000.00
Goal #6 Action #1					
Family Learning Center	LEA-wide	English Learners, Foster Youth, and Low-Income Students	All Schools	$25,000.00	$25,000.00
Goal #6 Action #2					
Bilingual Parent Engagement Specialist	LEA-wide	English Learners, Foster Youth, and Low-Income Students	All Schools	$57,307.00	$57,307.00
Goal #6 Action #3					

Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
Bilingual Homeless/Foster Liaison Clerk	LEA-wide	English Learners, Foster Youth, and Low-Income Students	All Schools	$63,223.00	$63,223.00
Goal #6 Action #5					
Translation Services	LEA-wide	English Learners, Foster Youth, and Low-Income Students	All Schools	$10,000.00	$10,000.00

Totals by Type	Total LCFF Funds	Total Funds
Total:	$8,736,364.00	$8,909,994.00
LEA-wide Total:	$5,729,337.00	$5,902,967.00
Limited Total:	$719,712.00	$719,712.00
Schoolwide Total:	$2,287,315.00	$2,287,315.00

Annual Update Table Year 1

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

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

Instructions

- Plan Summary
- Stakeholder Engagement

- Goals and Actions
- Increased or Improved Services

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
    - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the

number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes

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

Reflections: Identified Need

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

LCAP Highlights

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

Comprehensive Support and Improvement

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

a. Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section

52062(a)(1) or 52068(a)(1), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some

metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2021–22**. Leave blank until then.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2020–21**.

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

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

Actions:

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

Actions for English Learners:

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

Actions for Foster Youth:

School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include

specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

Percentage to Increase or Improve Services:

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

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

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

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income

students were considered first, and (2) how these actions are effective in meeting the goals for these students.

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

Principally Directed and Effective:

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

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

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

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all

students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

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

COEs and Charter Schools:

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%:

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

Unduplicated Percentage < 55%:

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

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

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

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

Goal #:
Enter the LCAP Goal number for the action.
Action #:
Enter the action's number as indicated in the LCAP Goal.
Action Title:
Provide a title of the action.
Student Group(s):
Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
Increased / Improved:

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

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

Scope:

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

Unduplicated Student Group(s)

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

Location:

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

Time Span:

Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the

action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.

Personnel Expense:

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

Total Personnel:

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

Total Non-personnel:

This amount will be automatically calculated.

Other State Funds:

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

LCFF Funds:

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

Local Funds:

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

Federal Funds:

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

Total Funds:

This amount is automatically calculated based on amounts entered in the previous four columns.