LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Jacinto Unified School District
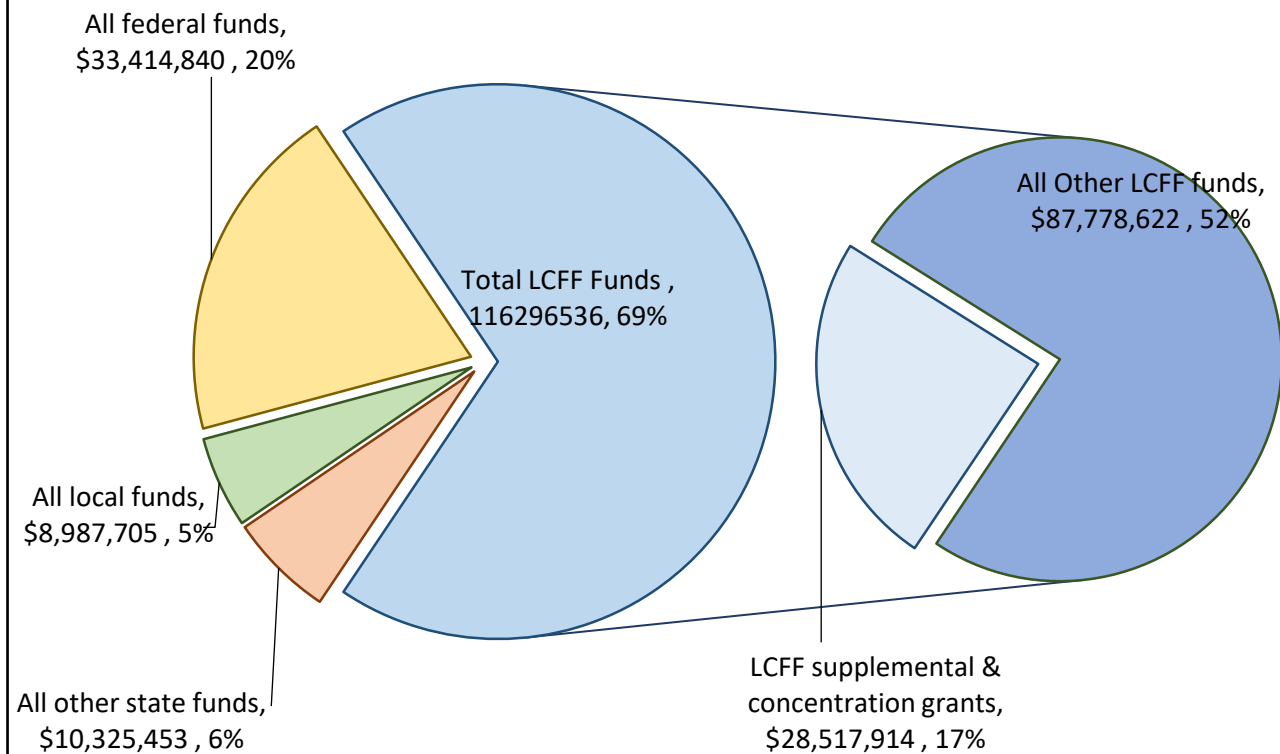
CDS Code: 33-67249

School Year: 2021 – 22

LEA contact information: Dr. Sherry Smith

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

All federal funds, $33,414,840 , 20%

All Other LCFF funds, $87,778,622 , 52%

Total LCFF Funds , 116296536, 69%

All local funds, $8,987,705 , 5%

All other state funds, $10,325,453 , 6%

LCFF supplemental & concentration grants, $28,517,914 , 17%

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

The total revenue projected for San Jacinto Unified School District is $169,024,534.00, of which $116,296,536.00 is Local Control Funding Formula (LCFF), $10,325,453.00 is other state funds, $8,987,705.00 is local funds, and $33,414,840.00 is federal funds. Of the $116,296,536.00 in LCFF Funds, $28,517,914.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

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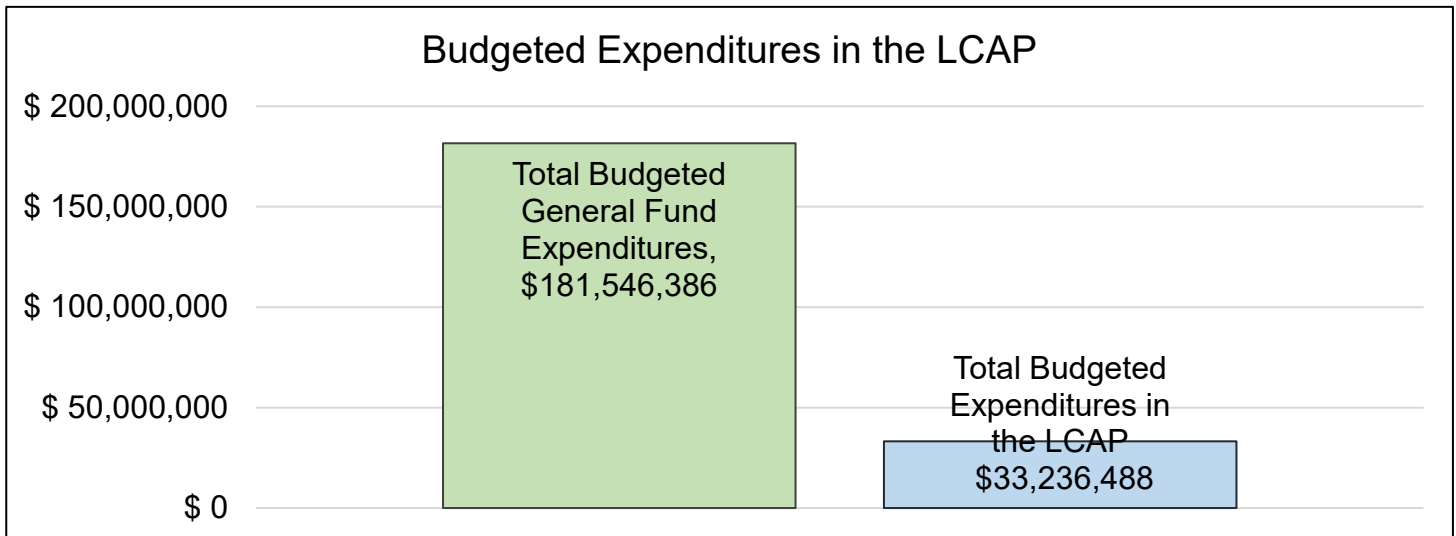
This chart provides a quick summary of how much San Jacinto Unified School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

San Jacinto Unified School District plans to spend $181,546,386.00 for the 2021 – 22 school year. Of that amount, $33,236,488.00 is tied to actions/services in the LCAP and $148,309,898.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
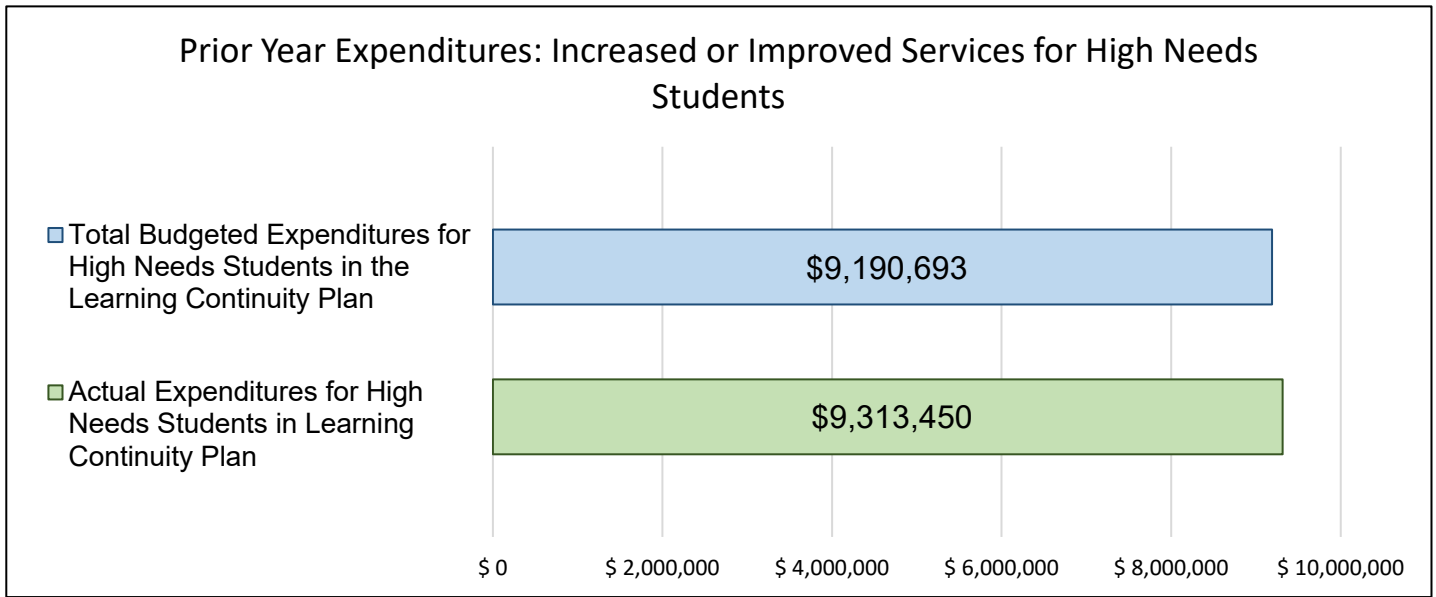
Core instructional program costs, administrative services costs, operational expenses including utilities, rents and leases, special education, guest teachers and staff expenses, insurance costs, other post-employment benefits, and fixed payroll costs including increases in the employer cost for PERS, STRS, as well as STRS on-behalf payments.

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

In 2021 – 22, San Jacinto Unified School District is projecting it will receive $28,517,914.00 based on the enrollment of foster youth, English learner, and low-income students. San Jacinto Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Jacinto Unified School District plans to spend $30,972,416.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

- ☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan: **$9,190,693**
- ☐ Actual Expenditures for High Needs Students in Learning Continuity Plan: **$9,313,450**

(Axis: $ 0 — $ 2,000,000 — $ 4,000,000 — $ 6,000,000 — $ 8,000,000 — $ 10,000,000)

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

In 2020 – 21, San Jacinto Unified School District's Learning Continuity Plan budgeted $9,190,693.00 for planned actions to increase or improve services for high needs students. San Jacinto Unified School District actually spent $9,313,450.01 for actions to increase or improve services for high needs students in 2020 – 21.

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
San Jacinto Unified	Dr. Sherry Smith Deputy Superintendent, Personnel Services	sjsmith@sanjacinto.k12.ca.us (951) 929-7700

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

Goal #1-Provide all students a rigorous, engaging and differentiated 21st century education in order to create future ready learners.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2
4 5
7
8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Expected	Actual
#1 Maintain at 0/0% the number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home. Expected: Maintain at 0/0%	Maintain at 0/0% the number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home. Maintain at 0/0% Met
#2 Increase the percentage of grade levels/courses where a scope and sequence has been developed that is aligned to the CCSS in ELA, and Math and to NGSS in Science. Expected Increase by 25.0%	Increase the percentage of grade levels/courses where a scope and sequence has been developed that is aligned to the CCSS in ELA, and Math and to NGSS in Science. Overall: 62.0% increased by 28.0 Met
#3 Increase the percentage of grade levels/courses that have developed supports for English Learners to 100% within the scope and sequence documents that are available. Expected Increase by 25%	Increase the percentage of grade levels/courses that have developed supports for English Learners to 100% within the scope and sequence documents that are available. Overall: 19% Increased by 19% Not Met
#4 Increase the percentage of grade levels/courses that have developed supports for Students with Disabilities to 100% within the scope and sequence documents that are available. Expected Increase by 25%	Increase the percentage of grade levels/courses that have developed supports for Students with Disabilities to 100% within the scope and sequence documents that are available. Overall: 100% Met
#5 Increase or maintain high school Graduation Rate to ensure the highest level (blue) is achieved on the California School Dashboard. Expected: Overall: Increase by .5% SWD: Increase by 4% Foster Youth: Increase by 2% EL: Increase by 3% AA: Increase by 3% AI: Increase by 3%	Increase or maintain high school Graduation Rate to ensure the highest level (blue) is achieved on the California School Dashboard. SJUSD current dashboard status for graduation rate is "Green Status." (Data is reflective of new business rule and methodology changes to align with ESSA.) – Dataquest Overall: 93.8% Increase by 2.6% Met SWD: 75.3% Increase by 3.1% Not Met FY: 66.7 Increase by 7% Met EL: 79.1% Increase by 0.3% Not Met
#6 Increase the percentage of students who complete the courses that meet the University of California (UC) or the California State University (CSU) a-g criteria. Expected: Overall: Increase by 1.0% AA: Increase by 1.0% EL: increase by 1.0%	Increase the percentage of students who complete the courses that meet the University of California (UC) or the California State University (CSU) a-g criteria. Overall: 34.9 Decreased by 3% Not Met AA: 30.7% Increase by 2.1% Met El: 11.4% Increase by 11.4% Met
#7 Increase the percentage of high school students achieving Level 3 "Conditionally Ready" (i.e., EAP College-Ready) on the Smarter Balanced Summative Assessments in ELA. Expected: Overall: Increase by 3.0% AA: Increase by 4.0% Hisp: Increase by 4.0% EL: Increase by 4.0% Sped: Increase by 1.0%	Increase the percentage of high school students achieving Level 3 "Conditionally Ready" (i.e., EAP College-Ready) on the Smarter Balanced Summative Assessments in ELA. Overall: 13.0% Maintained Not Met AA: 6.56% Decrease by 7.44% Not Met Hisp: 5.61% Decrease by 5.39% Not Met EL: 0.0% Maintained Not Met Sped: 3.13% Increased by 3.13% Met

Expected	Actual
#8 Increase percentage of high school students achieving Level 3 "Standard Met" (i.e., EAP College-Ready) on the Smarter Balanced Summative Assessments in Math. Expected Overall: Increase by 6.0% AA: Increase by 5.0% Hisp: Increase by 6.0% EL: Increase by 2.0% Sped: Increase by 2.0%	Increase percentage of high school students achieving Level 3 "Standard Met" (i.e., EAP College-Ready) on the Smarter Balanced Summative Assessments in Math. Overall: 1.71% Increase by 0.41% Not Met AA: 1.67% Increase by 1.67% Not Met Hisp: 1.36% Increase by 1.35% Not Met EL: 0.0% Maintained Not Met
#9 Increase the percentage of high school students participating in CTE courses and completing a CTE pathway. Expected: Participation: Increase by .5% Completers: Increase by 2%	Increase the percentage of high school students participating in CTE courses. Overall:29.0% Not Met
#10 Increase the percentage of high school students who participate in the SAT. Expected: Overall: Increase by 0.25%	Increase the percentage of high school students who participate in the SAT. Overall: 48.0% Increase by% Met
#11 Increase % of students, specifically socio-economically disadvantaged, English Learners, and Foster Youth, meeting at or above grade level as determined by the i-Ready Reading Diagnostic. Expected: Overall: • Grade 1 – Increase 3.0% • Grade 2 – Increase 3.0% • Grade 3 – Increase 3.0% AI: • Grade 1 – Increase 2.0% • Grade 2 – Increase 2.0% • Grade 3 – Increase 2.0% EL: • Grade 1 – Increase 5.0% • Grade 2 – Increase 5.0% • Grade 3 – Increase 5.0% AA: • Grade 1 – Increase 5.0% • Grade 2 – Increase 4.0% • Grade 3 – Increase 4.0% Hisp: • Grade 1 – Increase 5.0% • Grade 2 – Increase 4.0% • Grade 3 – Increase 4.0% SWD: • Grade 1 – Increase 6.0% • Grade 2 – Increase 4.0% • Grade 3 – Increase 4.0% FY: • Grade 1 – Increase 5.0% • Grade 2 – Increase 4.0% • Grade 3 – Increase 4.0% SED: • Grade 1 – Increase 5.0% • Grade 2 – Increase 4.0% • Grade 3 – Increase 4.0%	#12 Increase % of students, specifically socio-economically disadvantaged, English Learners, and Foster Youth, meeting proficiency as determined by the i-Ready Reading Diagnostic. Overall: • Grade 1 – 41% Increased by 13.0% Met • Grade 2 – 48% Decreased by 4.0% Not Met • Grade 3 – 45% Increase 4.0% Met AI: • Grade 1 – 27% Decreased by 15.2% Not Met • Grade 2 – 50% Increase 18.0% Met • Grade 3 – 41% Decreased 4.5% Not Met EL: • Grade 1 – 38% Increase 11.0% Met • Grade 2 – 36% Decreased 6.0% Not Met • Grade 3 – 33% Decreased9.0% Not Met AA: • Grade 1 – 41% Increase 7.0% Met • Grade 2 – 32% Decreased 7.0% Not Met • Grade 3 -39% Increase 20.0% Met Hisp: • Grade 1 – 40% Increase 3.0% Not Met • Grade 2 – 47% Increase 3.0% Not Met • Grade 3 – 43% Increase 3.0% Not Met SWD: • Grade 1 – 18% Increase 18.0% Met • Grade 2 – 18% Increase 18.0% Met • Grade 3 – 16% Increase 16.0% Met FY: • Grade 1- 42% Baseline • Grade 2 – 50% Baseline • Grade 3 – 30% Baseline SED: • Grade 1 – 42% Baseline • Grade 2 – 47% Baseline • Grade 3 – 43% Baseline
#12 Increase the percentage of high school students receiving a passing score on advanced placement courses defined as (AP-College Board) & (IB-International Baccalaureate). Expected: AP Overall: Increase by 1.0% IB Overall: Increase by 1.0%	Increase the percentage of high school students receiving a passing score on an advanced placement coursed defines as (AP-College Board) or (IB-International Baccalaureate). AP Overall 34.1% Increase by 4.0% Met IB Overall 76.3% Baseline percentage

Expected	Actual
#13 Decrease or increase, as needed based on performance, the average Distance from Three (D3) for students in Grade 3 as determined by the Smarter Balanced Summative Assessment for ELA. Expected: Overall: Increase by 10 pts: 14 points below 3 EL: Increase by 15 pts: 16.3 points below 3 F.Y: Increase by 15 points: 11.5 points below 3 A.I: Increase by 20 points: 2.7 points below 3 AA: Increase by 20 pts: 11.7 points below 3 SWD: Increase by 25 pts: 47.5 points below 3	Decrease or increase, as needed based on performance, the average Distance from Three (D3) for students in Grade 3 as determined by the Smarter Balanced Summative Assessment for ELA. Overall: -37.1 points below standard Not Met EL: -54.3 points below standard Not Met FY: -31.5 points below standard Not Met AI: -44.2 points below standard Not Met AA: -50.1 points below standard Not Met SWD: - 89.4 below standard Baseline Not Met
#14 Decrease or increase, as needed based on performance, the average Distance from Three (D3) for students in Grade 5 as determined by the Smarter Balanced Summative Assessment for Math. Expected: Overall: Increase by 10 pts: 46.7 points below 3 EL: Increase by 15 pts: 46.1 points below 3 F.Y: Increase by 15 points: 45.4 points below 3 A.I: Increase by 20 points: 50.8 points below 3 AA: Increase by 20 pts: 50.8 points below 3 SWD: Increase by 25 pts: 77.7 points below 3	Decrease or increase, as needed based on performance, the average District from Three (D3) for students in Grade 5 as determined by the Smarter Balanced Summative Assessment for Math. Overall: - 69.7 points below standard Not Met EL: -114.2 points below standard Not Met FY: Increase by 20 points: 60.4 points below 3 Met AI: -76.8 points below standard Not Met AA: - 71.6 points below standard Not Met SWD – 126.1 points below standard Not Met
#15 Increase the percentage of students in Grade 8 who pass Math 1 or Math 8 with a grade of "C" or better. Expected: Overall: Increase by 1.0% EL: Increase by 5.0% SWD: Increase by 5.0%	Increase the percentage of students in Grade 8 who pass Math 1 or Math 8 with a grade of "C" or better. Overall:82.9% Increase by 4.9% Met EL: 73.6% Increase by 6.6% Met Sped: 86.8% Increased by 13.8% Met
#16 Decrease the percentage of students in Grade 6 who fail Math with a grade of "D" or "F". Expected: Overall: Decrease by 1.0% Sped.: Decrease by 2.0% AA: Decreased by 2.0% EL: Decrease by 2.0%	Decrease the percentage of students in Grade 6 who fail Math with a grade of "D" or "F". Overall: 9% Not Met Sped: Increased by 2.7% Not Met AA: Decreased by 1.0% Not Met EL: Decreased by 2.9% Met
#17 Decrease the percentage of students in Grade 6 Grade 9 who fail ELA with a grade of "D" or "F". Expected: Overall: Decrease by 1.0% SWD: Decrease by 1.0% AI: Maintain at less than 1.0% EL: Decrease by 2.0% AA: Decrease by 2.0%	Decrease the percentage of students in Grade 6 Grade 9 who fail ELA with a grade of "D" or "F" Overall: 18.7% increase by 7.7% SWD: 9.8% AI: 30% EL: 28.2% AA: 23.1%
#18 Increase the percentage of English Learners who improve by one performance level or maintained Level 4 achievement as measured by the English Language Proficiency Assessments for California (ELPAC). Expected: Increase by 2.0%	Increase the percentage of English Learners who improve by one performance level or maintained Level 4 achievement as measured by the English Language Proficiency Assessments for California (ELPAC). Overall: 62.4%
#19 Increase the percentage of English Learners who attain English proficiency (i.e., reclassification). Expected: less than 5 years: Increase by 5.0% 5 years or more: Increase by 5.0%	Increase the percentage of English Learners who attain English proficiency (i.e., reclassification). Overall less than 5 years: 26% Increase by 5.0% Overall 5 years or more: 28.3% Increase by 5.0% Met

Expected	Actual
#20 Increase the percentage of English Learners who reach Level 3 "Standard Met" or higher as determined by the Smarter Balanced Summative Assessment for ELA. Expected: Increase by 6.0%	Increase the percentage of English Learners who reach Level 3 "Standard Met" or higher as determined by the Smarter Balanced Summative Assessment for ELA. Overall: 11.5% Increase by 3.2% Not Met
#21 Decrease the High School Dropout Rate. Expected: Maintain 4.0% Overall SWD: Decrease by 1% Foster Youth: Decrease by 2% EL: Decrease by .5% AA: Decrease by 1% AI: Decrease by 1%	Decrease the High School Dropout Rate. Overall: 3.9% Met SWD: 0.03% Not Met EL:0.1% Not Met AA: 0.1% Not Met AI: 0.03% Not Met
#22 Increase the percentage of high school students who complete the annual FAFSA. Expected: Overall: Increase by .25%	Increase the percentage of high school students who complete the annual FAFSA. Overall: 87.8% Increase by 3% Met

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Support Literacy Across the Curriculum A. ELA/ELD Text Support B. FIT (Focused Intentional Teaching C. K-2 Initiative D. 2 ELA TOSA E. Writing PD F. Writing Software G. History/Social Science Program Implementation H. Math Support I. 2 Math TOSA J. Ed Tech Support K. 1:1 Student Chromebook Districtwide Initiative L. Educational Technology Coordinator M. 2 Educational Technology TOSA N. LMTs O. SETRT's P. TEL Q. District Librarian R. Coordinators X 2 S. Dual Immersion K-5 Teachers X 16	A. $54,500 - Restricted Lottery - 522-6300 $31,000 - LCFF - 522-0701 B. $25,000 - Title I PD - 605-3010 $46,320 - LCFF - 522-0701 C. $64,486 - Low Performing Student Block Grant; $3,714 - LCFF - 522-0701 D. $238,942 - LCFF - 502-0701 E. $20,500 - Title I PD - 605-3010 $20,000 - LCFF - 522-0701 F. $45,000 – LCFF - 522-0701 G. $22,000 - Title I PD - 605-3010 $14,400 - LCFF - 522-0701 H. $409,283 - Restricted Lottery - 522-6300 $308,517 - LCFF - 522-0701 I. $261,660 – LCFF - 502-0701 J. $150,200 - Title I PD - 605-	A. $0 -Restricted Lottery – 522-6300 $49,413- LCFF – 522-0701 $30,678 – Unrestricted - 0000 B. $25,606 Title I PD – 605-3010 $43,631 - LCFF – 522-0701 C. $0 – LPSBG – 522-0701 $0 – LCFF – 522-0701 $45,794 – Title I PD – 605-3010 D. $137,711 – LCFF – 502-0701 E. $19,400 – Title I PD – 605-3010 $15,400 – LCFF – 522-0701 F. $48,174 – LCFF – 522-0701 G. $17,168 – Title I PD – 605-3010 $13,500 – LCFF – 522-0701 H. $0 – Restricted Lottery – 522-6300 $338,814 – LCFF – 522-0701 $307,829 –

	3010 $86,700 - LCFF - 522-0701 K. $308,287 – LCFF - 514-0701 L. $161,248 – LCFF - 502-0701 M. $254,254 – Title I PD 605-3010 N. $753,783 – LCFF – SITES - 0701 O. $41,929 – LCFF – SITES - 0701 P. $150,000 – Low Performing Student Block Grant Q. $141,016 – LCFF - 502-0701 R. $364,180 – LCFF - 502-0701 S. $1,653,479 – LCFF - 121-0701	Unrestricted – 0000 I. $262,454 – LCFF – 502-0701 J. $179,074 – Title I PD – 605-3010 $77,040 – LCFF – 522-0701 K. $0 – LCFF – 514-0701 L. $161,738 – LCFF – 502-0701 M. $251,735 – Title I PD – 605-3010 N. $753,783 – LCFF – 502-0701 O. $41,929 – LCFF – 502-0701 P. $150,641 – Low Performing Block Grant Q. $141,447 – LCFF – 502-0701 R. $356,258 – LCFF – 502-0701 S. $1,521,021 – LCFF – 121-0701
This action item is now combined with 1.1	Combined on 1.1 Combined on 1.1 Combined on 1.1	Combined on 1.1 Combined on 1.1 Combined on 1.1
This action item is now combined with 1.1	Combined on 1.1 Combined on 1.1 Combined on 1.1	Combined on 1.1 Combined on 1.1 Combined on 1.1
1.2 Support Next Generation Science Standards (NGSS) A. NGSS Implementation B. NGSS PD/Conferences C. NGSS Equipment & Materials D. NGSS Curriculum E. NGSS TOSA	A. $129,000 – LCFF - 522-0701 B. $3,000 – LCFF - 522-0701 C. $30,000 – LCFF - 522-0701 D. $51,500 – LCFF - 522-0701 E. $107,109 – LCFF - 502-0701	A. $83,906 – LCFF – 522-0701 B. $2,710 – LCFF – 522-0701 C. $0 – LCFF – 522-0701 D. $61,917 – LCFF – 522-0701 E. $107,427 – LCFF – 502-0701

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.3 Support Visual and Performing Arts A. Music Curriculum/Equipment B. Musica! Program C. Mariachi Program D. Elementary Music Teachers	A. $28,000 – Restricted Lottery - 522-6300 B. $30,000 – LCFF - 522-0701 C. $36,000 – LCFF - 522-0701 D. 759,009 – LCFF - 502-0701	A. $0 – Restricted Lottery – 522-6300 $27,936 – Unrestricted – 0000 B. $30,000 – LCFF – 522-0701 C. $30,000 – LCFF – 522-0701 D. $749,266 – LCFF – 502-0701

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.4 Support Implementation of MTSS A. MTSS Materials B. Universal Screening/Progress Monitoring C. MTSS Professional Development D. MTSS TOSA E. Academic Restart/Enrichment Opportunities F. Intersession G. ASES H. Intervention teachers I. Tutoring Support Opportunities J. English Learner Support K. English Leaner TOSA X2 L. Mental Health Staff (Behavioral Specialist X2, Psychologist X3, Ed Therapist X 7, Instructional Aide X 2) M. Inclusion Program Support N. Counseling Program Support O. Counselors X 17 P. Bilingual Aides	A. $50,000 - Title I - 522-3010 $39,000 - LCFF - 522-0701 B. $416,977 – LCFF - 522-0701 C. $232,500 – LCFF - 522-0701 D. $129,396 – Title I - 522-3010 E. $43,000 – LCFF - 522-0701 F. $30,000 - Title III - 522-4203 $220,000 - LCFF - 522-0701 G. $914,198 – ASES Grant - 6010 H. $1,309,259 - Title I - SITES - 3010 $154,161 - LCFF - 405-0000 $511,913 - LCFF – SITES - 0701 I. $50,000 – LCFF - 522-0701 J. $46,000 – Title III - 522-4203 K. $126,754 - Title III - 522-4203; $126,972 - LCFF - 502-0701 L. $773,664 – LCFF – SITES -0701 $151,249 – SPED – SITES – 6500 $371,730 – SPED Mental Health Services – 528-6512 M. $236,413 – LCFF – SITES-0701 N. $76,000 - LCFF - 527-0701 O. $1,759,209 – LCFF - 502-0701 P. $137,253 - Title III - 502-4203 $53,393 - LCFF – SITES -0701	A. $42,233 – Title 1 – 522-3010 $35,000 – LCFF – 522-0701 B. $283,095 – LCFF – 522-0701 C. $204,897 – LCFF – 522-0701 D. $129,824 – Title I – 522-3010 E. $8,355 – LCFF – 522-0701 F. $11,543 – Title III – 522-4203 $104,123 – LCFF – 522-0701 G. $926,796 – ASES Grant– 525-6010 H. $1,309,259 – Title I – SITES - 3010 $154,161 – LCFF – 405-0000 $511,913 – LCFF – SITES - 0701 I. $39,655 – LCFF – 522-0701 J. $14,352 – Title III – 522-4203 K. $122,465 – Title III – 522-4203 $122,285.28 – LCFF – 502-0701 L. $773,664 – LCFF – SITES -0701 $151,249 – SPED – SITES – 6500 $371,730 – SPED Mental Health Services – 528-6512 M. $236,413 – LCFF – SITES-0701 N. $20,815 – LCFF – 527-0701 O. $1,781,494 – LCFF – 502-0701 P. $137,253 – Title III – 522-4208 $53,393 – LCFF – 522-0701

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.7 Support and Expand College and Career Readiness (CCR) Opportunities A. CTE Pathways such as: PLTW, Nursing, Computer Science, Aquaponics/Environmental, Culinary Arts, Welding, Agriculture B. CTE Staffing C. College Articulation Opportunities D. International Baccalaureate E. Dual Immersion F. AVID Program Support G. Special Events such as: History Day, Science Fair, Academic Decathlon, Spelling Bee, Mock Trial H. Middle School Spanish teachers x 2 I. Blended Learning Program Support J. Director CCR	A. $15,418 - Ag. Incentive Grant - 305-7010 $95,471 - Carl Perkins Grant - 305-3550 $175,000 - CTE Incentive Grant - 305-6387 $180,000 - LCFF – SITES - 0701 B. $1,156,929 - LCFF – SITES - 0701 C. $12,000 – LCFF - 522-0701 D. $169,000 - LCFF – SITES - 0701 E. $33,000 - LCFF - 522-0701 F. $99,500 - LCFF - 522-0701 G. $29,000 - LCFF - 522-0701 H. $152,303 - LCFF – SITES - 0701 I. $317,000 - LCFF - 522-0701 J. $133,398 - ASES Grant - 525-6010; $57,171 - LCFF - 525-0701	A. $15,206 – Ag. Incentive Grant – 305-7010 $95,471 – Carl Perkins Grant – 305-3550 $48,074 CTE Incentive Grant – 305-6387 $99,851 – LCFF – SITES-0701 B $1,156,928 – LCFF – SITES – 0701 C. $14,405 – LCFF – 522-0701 D. $75,295 – LCFF – SITES - 0701 E. $31,528 – LCFF – 522-0701 F. $42,286 – LCFF – 522-0701 G. $12,760 – LCFF – 522-0701 H. $152,303 – LCFF – SITES-0701 I. $276,529 – LCFF – 522-0701 J. $133,398 – ASES Grant – 525-6010 $57,171 – LCFF – 525-0701
This action item is now combined with 1.1.	Combined with 1.1 Combined with 1.1 Combined with 1.1	Combined with 1.1 Combined with 1.1 Combined with 1.1
This action item is now combined with 1.4.	Combined with 1.4 Combined with 1.4 Combined with 1.4	Combined with 1.4 Combined with 1.4 Combined with 1.4

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 originally for the actions and services in Goal #1, that were not implemented, were placed into the district's fund reserves to assist with the challenges of declining enrollment and the uncertainty of future state budgets once the CARES act funds are exhausted. Due to distance learning, SJUSD experienced declining enrollment for approximately 250 students. Furthermore, SJUSD received over $11,000,000 of additional funding to support

students, families, teachers and staff due to COVID. Finally, SJUSD anticipates future deficit spending due to the district's declining enrollment and the governor's three year budget projections. Therefore, the reserved funds were established to mitigate future reductions in staff and programs.

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

Successful Trends:
Goal # 1 focuses on actions that can enhance our instructional program to provide students a rigorous, engaging and differentiated 21st century education. Through the actions for Goal 1, we have been successful at providing additional staff focused on provided targeted professional learning through both additional staff and consultants connected to the academic, behavior and social emotional priorities of our district. We have been successful at providing professional learning related to Teacher Clarity and Professional Learning Communities for all teachers as well as targeted content support for our content area teachers. We have been able to offer Teaching for Effective Learning (TEL) through the National Center of Education and the Economy (NCEE) which is directly connected to the Executive Development Program (EDP) through the National Institute for School Leadership (NISL). These research based strategies are founded in improvement science and based on how all people learn. We have successfully provided additional resources to support reading, writing, mathematics, history social science and science as well as provide valuable technology tools and resources for students and staff. Additionally, we have been successful at providing additional staff, including administrators, teachers and classified staff, dedicated to directly providing and/or supporting a tiered approach for students. This has involved additional teachers to provide intervention or intersession, mental health support, counseling and expansion of enrichment programs. We have been able to enhance our Career Technical Education programs with additional staff and resources. We have been able to expand our Dual Language Immersion program and support staff to provide services to our English Learners. Through our actions we have also been able to provide direct services for our students such as covering the cost of their PSAT/SAT, Advanced Placement and International Baccalaureate assessments, and fees for dual or concurrent enrollment at MSJC. We have been able to provide additional opportunities for students to participate in activities related to preparing for college as well as support special events that could not occur without funding provided through our Local Control Funding Formula.

Challenging Trends:
During the 2019-20 school year, the consistent challenge is surrounded by the requirement to close in-person learning due to COVID. As we entered the second half of the school year, we were seeing positive results with our implementation of i-Ready and Exact Path and our Middle of the Year (MOY) data was trending upward. We had been able to transition through our first cycle of embedded professional development at two of our school sites working directly and going deeper with their learning with Corwin and Teacher Clarity as well as we had completed our second cycle of Professional Learning Support from Solution Tree with each school's guiding coalition. As we were preparing for our final cycle of professional development, we were quickly forced to transition on March 13 to a distance learning instructional model and our collective efforts immediately became focused on support students with basic connectivity and providing instructional resources to mitigate the impact of school closing. This created new challenges, not only with our instructional model, but with our planned timeline and expenditures for many of our action items in Goal 1. For example, we were unable to complete our training for specific teachers in areas related to reading, writing, or math. We were unable to send many of our content area teachers to their national conference due to restrictions related to COVID. We transitioned many of our support staff duties from providing professional development to teachers to troubleshooting and working to rectify the connectivity issues for our students and staff. Our ongoing professional development connected to our instructional framework and resources became focused on developing and distributing instructional resources that students could use independently or through a distance learning format. Our additional specialists and support staff had to figure out new processes and procedures for supporting students with unique needs and our Dual Language Immersion teachers worked on ways to teach both content and language acquisition through a computer screen. An additional challenge was supporting instructional decisions for students with outdated data because we had the challenge of not being able to administer the End of Year (EOY) formative assessments or the California Assessment

of Student Performance and Progress (CAASPP), which resulted in our inability to recognize the hard work for many of our students and teachers that may have shown growth on our annual California School Dashboard.

Due to the distance learning mandate the following actions/services were not implemented:

1.1

B. FIT (Focused Intentional Teaching)

C. K-2 Initiative

E. Writing PD

G. History/Social Science Program

H. Math Support

J. Ed Tech Support

1.2

a. NGSS Implementation

C. NGSS Equipment & Materials

Goal 2

Goal #2-SJUSD will make every effort to recruit, retain, and train highly qualified staff in order to support all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
#1-Provide training and support to assure a high degree of highly qualified, fully credentialed and appropriately assigned teachers at a rate of 100%	#1-Provide training and support to assure a high degree of highly qualified, fully credentialed and appropriately assigned teachers at a rate of 100% Rate =96% Not Met

Expected	Actual
#2-Ensure that certificated vacancies are filled with trained, qualified guest teachers at a rate of 95% or better.	#2-Ensure that certificated vacancies are filled with trained, qualified guest teachers at a rate of 95% or better. Rate=100% Met
#3-Provide training and support to assure a high degree of highly qualified, appropriately assigned classified employees at a rate of 100%.	#3-Provide training and support to assure a high degree of highly qualified, appropriately assigned classified employees at a rate of 100%. Rate=100% Met
#4-Ensure that classified vacancies are filled with trained, qualified guest teachers at a rate of 95% or better.	#4-Ensure that classified vacancies are filled with trained, qualified guest teachers at a rate of 95% or better. Rate=100% Met
#5-Provide incentives and training to facilitate an average year-long substitute fill rate for all positions at 96% or better.	#5-Provide incentives and training to facilitate an average year-long substitute fill rate for all positions at 96% or better. Rate=100% Met
#6-Implement a rigorous recruitment plan in order to maintain trained and highly qualified substitutes throughout the year at an average rate of 95%.	#6-Implement a rigorous recruitment plan in order to maintain trained and highly qualified substitutes throughout the year at an average rate of 95%. Rate=100% Met

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
A) Provide incentive and program support for certificated and classified staff B) Support nationwide and local recruitment	A. $22,156 -Title II 4035 $26,144 - LCFF 511-0701 B. $11,000-LCFF 511-0701 $43,000-LCFF	A. $20,634 – Title II 4035 $27,400 LCFF 511-0701 B. $6,513 LCFF 511-0701 $1,422 LCFF 511-0000
A) Maintain an effective employee positive recognition program B) Maintain competitive total compensation package for all personnel groupings C) Maintain support, positions and programs to promote safety and wellness district-wide (Assistant Principal X 6, Dean of Students X 3, Noon Duty/Crossing Guards X 58, Campus Security X 21, Nurses X 3) D) Support continuing staff training and opportunities for growth for classified, certificated and management staff.	A. $14,300 - LCFF 511-0701 B. $3,011,000 - LCFF 502-0701 C. $3,642,613 - LCFF 502-0701 D. $667,500 - LCFF 511-0701	A. $20,659 - LCFF 511-0701 B. $3,209,664 - LCFF 502-0701 C. $2,871,269 - LCFF 502-0701 D. $524,106 - LCFF 511-0701
A) Provide training and professional development B) Support CTI districtwide, including CTI TOSA X 3 C) PAR Consultants X 5	A) $65,237 - LCFF 511-0701 $355,009 - Title II 511-4035 B) $426,752 LCFF 511-0701 C) $22,900 - LCFF 511-0701	A. $22,585 - LCFF 511-0701 $235,986 –Title II 511-4035 B. $421,081 – LCFF 511-0701 C. $21,924 - LCFF 511-0701

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 originally for the actions and services in Goal #2, not implemented, were placed into the district's fund reserves to assist with the challenges of declining enrollment and the uncertainty of future state budgets once the CARES act funds are exhausted. Due to distance learning, SJUSD experienced declining enrollment for approximately 250 students. Furthermore, SJUSD received over $11,000,000 of additional funding to support students, families, teachers and staff due to COVID. Finally, SJUSD anticipates future deficit spending due to the district's declining enrollment and the governor's three year budget projections. Therefore, the reserved funds were established to mitigate future reductions in staff and programs.

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

Successful Trends:
Personnel Services developed a broad recruitment/retention plan that focused on training for all staff to improve effectiveness. Support for new teachers and their coaches was formalized and is now a yearly effort providing both the county induction program and the district induction support program (New Teacher Academy). This year a targeted effort was made to train classified staff. Specific training for positions closest to students was initiated, i.e. instructional aides, security, and supervision. Specific training for guest teachers was instituted and modeled after New Teacher Academy in order to improve their effectiveness. Training for ALL staff was provided addressing Adult Sexual Misconduct Prevention in addition to the training offered annually through our online Keenan professional development. Recruitment, by design, was locally oriented in order to reach out to our communities. We held three local job fairs for classified staff on three of our school sites. We were able to hire approximately 14 staff from these efforts. Personnel staff also offered typing classes free of charge to our local communities in order to assist them in meeting hiring requirements.
Furthermore, the District recognizes that staff efforts need to be honored. Through various avenues, both classified and certificated staff, are appreciated in order to maintain employee morale and commitment: Employees of the Year, site monthly recognition, attendance celebrations. Our recruitment efforts were made more effective when these training/retention activities were shared with possible employment candidates.
Challenging Trends:
When the pandemic caused school districts to shut their doors to in-person services, there was a stall in recruiting practices due to the need to transition from offering traditional services to virtual services. For example, Personnel Services had to create protocols for prescreening candidates, fingerprinting, obtaining specific prerequisites such as, but not limited to, TB tests. Furthermore, virtual interviewing practices had to be developed and perfected. Finally, the year-long professional development plan was created around the in-person concept, so when the school district transitioned to 100% virtual services, several of the planned events were canceled.

Goal 3

Goal #3-Maintain and improve district facilities in a high state of readiness and capacity to maximize the learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Maintain a Facilities Inspection Tool (FIT) rating of zero discrepancies based on Williams visits at school sites. Maintain zero corrections.	Maintain a Facilities Inspection Tool (FIT) rating of zero discrepancies based on Williams visits at school sites. Three minor FIT Inspection corrections. However, all four Williams' schools still achieved exemplary status. Not Met
Decrease work order response time. Less than 10 days	Decrease work order response time. Work order response time 9.9 days. Met
Increase the bi-annual survey data percentage of parents who agree or strongly agree, regarding clean and well-maintained facilities. 88% Agree or strongly agree	Increase the bi-annual survey data percentage of parents who agree or strongly agree, regarding clean and well-maintained facilities. Community and parent survey data indicates 87% agree or strongly agree. Not Met
Increase school breakfast and lunch participation. Breakfast participation: 48% Lunch participation: 67%	Increase school breakfast and lunch participation. Breakfast participation increased to 48.4% Met Lunch participation increased to 69.2% Met

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 3.1 Maintain facilities, buildings and grounds district-wide. A) Additional Facilities and Operations staff to ensure students and staff have access to well maintained facilities, buildings and grounds (all positions past, present and future) B) Routine, restricted repair and deferred maintenance contributions C) District and school site maintenance and repair projects including carpet, paint, roof, asphalt and concrete	A) $491,896 - Routine, Restricted, Repair and Maintenance 8150, LCFF - 0000, LCFF - 0701, Nutrition Fund 13 B) $4,000,000 - Routine, Restricted, Repair and Maintenance - 8150 C) $500,000 - Deferred Maintenance Apportionment - 517-0851	A) $0 – Routine, Restricted, Repair and Maintenance 8150 $0 – LCFF 0000 $485,243 - LCFF - 517-0701 $0 – Nutrition Fund 13 B) $0 - Routine, Restricted, Repair and Maintenance 8150 $3,939,145 - LCFF - 0701 C) $546,846 - Deferred Maintenance Apportionment - 517-0851
Action 3.2 Support for site-specific facility upgrades, improvements and enhancements A) School site safety improvements including security, lighting, fencing and traffic/parking improvements B) Facilities projects including new classrooms, enrollment/parent center upgrades, counseling offices, learning environment enhancements, energy management systems and community friendly murals	A) $525,000 - LCFF 517-0701 B) $2,095,398 - LCFF 517-0701	A) $369,548 - LCFF 517-0701 B) $1,357,580 - LCFF 517-0701
Action 3.3 Maintain and support school district network and infrastructure for basic information services within all buildings and facilities so that students and staff can continue using technology as a valuable tool to improve student learning. A) Additional Technology staff to support students and staff using technology as a valuable tool to improve student earning B) Monitoring and safety software for instructional applications C) Technology infrastructure upgrades and replacements including classroom hardware and audio visual	A) $559,120 - LCFF 514-0701 B) $120,500 - LCFF 514-0701 C) $250,000 - LCFF 514-0701	A) $475,582 - LCFF 514-0701 B) $105,315 - LCFF 514-0701 C) $1,456,177 - LCFF 514-0701
Action 3.4 Support and promote nutrition and wellness district-wide. A) Nutrition and wellness student outreach B) School site nutritional facility upgrades	A) $20,000 - LCFF 507-0701 B) $300,000 - LCFF 507-0701	A) $18,000 - LCFF 507-0701 B) $312,233 - LCFF 507-0701

Goal Analysis

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

Some funds originally earmarked for Facilities projects in Action 3.2(support for site-specific facility upgrades, improvements and enhancements) were moved to Action 3.3 (maintain and support school district network and infrastructure) for basic information services within all buildings and facilities so that students and staff can continue using technology as a valuable tool to improve student learning in order to support the transition to online learning due to the ongoing

pandemic and corresponding in person learning prohibition.

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

Successful Trends:
Many successes were realized during the 2019-2020 fiscal year. The work of a First Class Facilities Action Group continued to support Goal 3. The Action Group met regularly and monitored all actions and services through February 2020. Action items included quality maintenance and repair of facilities (Goal 3.1), capital facilities improvements (Goal 3.2), technology upgrades (Goal 3.3) and nutrition services programs (Goal 3.4). Additional staff positions (Goal 3.1 and 3.3) increased and improved services to students and staff for Goal 3 support initiatives. While some projects were delayed due to timing and coordination, the vast majority of actions and services were completed in accordance with the plan. Items that were delayed will be completed during the next fiscal year. Noteworthy successes include the installation of six modular classrooms and one modular restroom at the Edward Hyatt World Language Academy which will allow our current Dual Immersion program to expand to include grades 6-8 and also include an additional language (Mandarin) to offer students world language exposure and mastery (Goal 3.2) and the expansion of the counseling offices at San Jacinto High School which will allow a greater number of students to be offered confidential support services. Multiple safety improvements include additional security cameras, privacy fencing, district radio upgrades, asbestos testing, LED lighting, classroom door replacements, and fire sprinklers. Enhanced technology infrastructure and classroom audio visual upgrades (Goal 3.3) have strengthened the instructional model for all students. New lunch shelters at North Mountain Middle School will provide students with shaded areas to eat during breakfast and lunch and align with the highest priority feedback from stakeholder outreach efforts (Goal 3.4).

Challenging Trends:
As previously mentioned, some planned projects were delayed as the school district shut down to in-person services. The district had to adjust timelines and work around the Riverside County Public Health and California State mandates and guidelines. This caused a lull in completion of some projects. This caused some action item projects to require modified timelines, extending into the next fiscal year.

Goal 4

Goal #4-Implement a positive, safe and engaging school climate through home/school/community partnerships in a student-centered environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 3
5
6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
#1 Increase overall attendance by .2%	Increase overall attendance by .2% 95.2% Decreased by 0.4% Met
#2 Decrease chronic absenteeism by .25% Overall: Decrease by .25% TK: Decrease by .5% 1st: Decrease by .25% 2nd: Decrease by .25% 6th: Decrease by .25% 9th: Decrease by .5%	Decrease chronic absenteeism by .25% Overall: 13.64 Increased by 0.5% Not Met TK: 17.31% Decreased by 1.14% Met 1st: 13.26% Increased by 1.12% Not Met 2nd: 10.0% Increased by 0.5% Not Met 6th: 10.08% Decreased by 2.47% Met 9th: 15.0% Increased by 0.5% Not Met
#3 Increase cohort graduation rate by .5% SWD: Increase by 4% Foster Youth: Increase by 2% EL: Increase by 3% AA: Increase by 3% AI: Increase by 3%	Increase cohort graduation rate by .5% Overall: 93.8% Increased 2.9% Met SWD: 75.8% Decreased by 1.2% Not Met Foster Youth: 100% Increased by 16.7% Met EL: 84.5% Increased by 2.2% Not Met AA: 91.7% Increased by 6.6% Met AI: 88.9% Decreased by 1.1% Not Met
#4 Maintain overall cohort high school dropout rate at 4.0% SWD: Decrease by 1% Foster Youth: Decrease by 2% EL: Decrease by .5% AA: Decrease by 1% AI: Decrease by 1%	Maintain overall cohort high school dropout rate at 4.0% Overall: 1.1% Decreased by 1.8% Met SWD: 2.2% Decreased by 1.4% Met Foster: 0.0% Decreased by 0.9% Met EL: 3.6% Decreased by 0.8% Met AA: 1.4% Decreased by 2.2% Met AI: 0.0% Maintained Met
#5 Maintain middle school dropout rate at less than 1%	#5 Maintain middle school dropout rate at less than 1% 0% Met
#6 Decrease overall number of suspensions by 2% AA: Decrease by 5% SWD: Decrease by 5% FY: Decrease by .25%	Decrease overall number of suspensions by 2% Overall: 3.5% Increased by 0.5% Not Met AA: 8.9% Increased by 0.9% Not Met SWD: 6.9% Increased by 1.0% Not Met FY 8.0% Increased by 3.8% Not Met
#7 Maintain expulsion at 1% or less	Maintain expulsion at 1% or less Overall: 0.09% Met
#8 Increase students reporting feeling safe at school in grades 5, 7, 9, & 11 by 2%	Increase students reporting feeling safe at school in grades 5, 7, 9, & 11 by 2% 5th: Decreased by 3% Not Met 7th: Increased by 3% Met 9th: Remained the same Not Met 11th: Increased by 3% Met
#9 Increase school connectedness at grade 5 to 65% and grades 7, 9, & 11 to 60%	Increase school connectedness at grade 5 to 65% and grades 7, 9, & 11 to 60% 5th: 36.2% Increase of 1.2% Not Met 7th: Increased to 56% Not Met 9th: Decreased to 46% Not Met 11th: Decreased to 39% Not Met
#10 Increase parent volunteers by 3%	Increase parent volunteers by 3% 5.13 % decrease Not Met
#11 Maintain Parent Survey use at 35% or above	Maintain Parent Survey use at 35% or above 55% of parents participated Met

Expected	Actual
#12 Increase parents who know how to obtain tutoring for their child by 2%	Increase parents who know how to obtain tutoring for their child by 2% 88% Decreased by 1.0% Not Met
#13 Maintain percent of parents who feel welcomed at 93%	Maintain percent of parents who feel welcomed at 93% 96.0% Increased by 3.0% Met
# 14 Maintain parents who are satisfied with their child's school at 93% or above	Maintain parents who are satisfied with their child's school at 93% or above 94% Maintained above 93% Met
#15 Increase percent of parents involved in school/district opportunities (i.e., Parent Training, community events, advisories, etc.) by 1%	Increase percent of parents involved in school/district opportunities (i.e., Parent Training, community events, advisories, etc.) by 1% 1.5% Met
#16 Increase percent of English Learner parents participating in DAC and DELAC by 1%	Increase percent of English Learner parents participating in DAC and DELAC by 1% DAC- .5% Not Met DELAC- 1% Met
#17 Maintain percent of Students With Disabilities parent information events to three	Maintain percent of Students With Disabilities parent information events to three 6 events- Met
#18 Increase percent of Foster Youth parents involved in school/district events by 2%	Increase percent of Foster Youth parents involved in school/district events by 2% 66 parents attended the three meetings that were held. Two meetings were cancelled due to COVID-19. Not Met

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.1 Support student voice district-wide. A. Support peer/conflict mediation programs. B. Support social/emotional school activities such as, but not limited to, Challenge Day, Anti-Bullying & Cultural proficiency C. Support Leader in Me at one elementary site.	A. $2,000 - LCFF 527-0701 B. $50,000 - LCFF 527-0701 C. $55,000 - LCFF 527-0701	A. $1,611- LCFF 527-0701 B. $19,552 - LCFF 527-0701 C. $53,509 - LCFF 527-0701
4.2 Improve customer service A. Develop site-based customer service plans that can be shared with stakeholders B. Support volunteer finger printing process C. Provide parent liaisons and Family and Community Engagement Specialist	A. $0 - LCFF 527-0701 B. $2,000 - LCFF 527-0701 C. $553,186 - LCFF 527-0701 $161,178 - Title I 3010	A. $0 - LCFF 527-0701 B. $2,483 - LCFF 527-0701 C. $697,115 - LCFF 0701, $0 - Title I

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.3 Support equity/access and social/emotional opportunities A. Support SSR program at SJHS, NMMS and MVMS B. Provide PD on trauma informed training C. Continue Foster Youth engagement D. Support freshman BARR program at SJHS E. Implement district Equity and Access Task Force Plan F. Provide resources for health-related needs G. Fund mentoring services H. Support PBIS district-wide I. Provide Additional Support for Native American Youth Engagement	A. $373,550 - LCFF 502-0701 B. $20,000 - LCFF 527-0701 C. $60,000 - LCFF 527-0701 D. $96,926 -Title I 305-3010; $5,000 - 527-9010 E. $140,000 - LCFF 527-0701 F. $90,000 - LCFF 527-0701 G. $110,000 - LCFF 527-0701 $406,969 - Low Performing Student Block Grant - 7510 H. $262,480 - LCFF 527-0701 I. $26,000 - Title VI $4,000 - LCFF	A. $363,082 - LCFF- 502-0701 B. $21,300 - LCFF- 527-0701 C. $16,980.53 - LCFF- 527-0701 D. $97,444 – Title 1-305-3010, $0 - 527-9010 E. $109,322 - LCFF- 527-0701 F. $87,063 - LCFF- 527-0701 G. $99,000 - LCFF- 527-0701, $0 - Low Performing Student Block Grant H. $266,137 - LCFF- 527-0701 I. $26,000 - Title VI, $3,898 -LCFF- 522-0701
4.4 Reduce Chronic Absenteeism A. Support attendance district-wide B. Continue contracting with Attention2Attendance C. Provide three attendance specialists D. Provide Elementary TOSA to support attendance, chronic absenteeism, TIER 2 and TIER 3 family supports. E. Provide Truancy Officer X1 F. Provide Principal on Special Assignment X1	A. $9,000 - LCFF 527-0701 $46,000 - LCFF-510-0701 B. $53,000 - LCFF 510-0701 C. $145,374-LCFF 0701; $23,905-Title I 502-3010 $35,154 LCFF 0000 D. $438,060 - LCFF 0701 E. $95,000 - LCFF 0701 F. $174,087 - LCFF 0701	A. $8,471 - LCFF- 527-0701, $41,213 - LCFF- 510-0701 B. $52,000 - LCFF- 510-0701 C. $139,675 - LCFF- 0701 $19,870 – Title 1 502-3010 $30,976 LCFF 0000 D. $361,650 - LCFF-502-0701 E. $18,781 - LCFF- 502-0701 F. $177,198 - LCFF- 502-0701
4.5 Expand Community Partnerships A. Support parent advisory groups: Native-American, African American, Special Education, English Learner, Foster Youth, PELI B. Support community events through yearlong community plan: Into the Future, Heritage Week, Principal for a Day, STAR Bus Tours, marketing materials C. Support parent training opportunities through yearlong plan D. Public Information/Safety Officer E. Enrollment Center Coordinator F. Enrollment Center Technicians x 2	A. $51,500 - LCFF-527-0701 B. $30,000 - LCFF-527-0701 C. $30,000 - LCFF-527-0701 D. $151,215 - LCFF-527-0701 E. $165,517 - LCFF-527-0701 F. $154,874 - LCFF-527-0701	A. $30,367 - LCFF- 527-0701 B. $10,834 - LCFF-512-0701 C. $32,075 - LCFF- 527-0701 D. $150,215 - LCFF- 512-0701 E. $166,157 - LCFF- 502-0701 F. $160,980 - LCFF-527-0701

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 originally for the actions and services in Goal #4, not implemented, were placed into the district's fund reserves to assist with the challenges of declining enrollment and the uncertainty of future state budgets once the CARES act funds are exhausted. Due to distance learning, SJUSD experienced declining enrollment for approximately 250 students. Furthermore, SJUSD received over $11,000,000 of additional funding to support students, families, teachers and staff due to COVID. Finally, SJUSD anticipates future deficit spending due to the district's declining enrollment and the governor's three year budget projections. Therefore, the reserved funds were established to mitigate future reductions in staff and programs.

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

Successful Trends:
The Goal 4 Action Group, 21st Century Communication and Partnership Team, continued to meet quarterly to review action items and monitor progress towards the goal. As a result, action items listed were implemented with fidelity whenever possible. Successful action items included 8th grade virtual counseling visits and postsecondary planning. At the middle school level, Challenge Day was implemented and one elementary school has continued training with the Leader in Me program. The SJUSD parent liaisons continued to provide much needed outreach to families and even transitioned to offering technology trainings for parents. Furthermore, SJUSD enhanced our Parent Liaison support by adding a Title 6, American Indian Parent Liaison. Furthermore, the high school staff implemented the BARR program for the second year, transitioning quickly to a virtual format, providing additional support to 9th grade students. Also, the District Equity Task force trained many staff members and provided an Equity Symposium for all certificated staff in a virtual forum. Finally, the SARB panel applied for the Model SARB once again and has been recommended to receive this honor. SJUSD has implemented a district wide "I'm In" attendance campaign that took place in September. After September, school sites had monthly attendance activities in order to keep attendance at the forefront for students and staff. Finally, SJUSD worked collaboratively with our community leaders to provide safe facilities for our Homeless/Foster Youth students to participate in supervised Distance Learning hubs.

Challenging Trends:
When the pandemic caused school districts to shut their doors to in-person services, this impacted many services provided by district staff. For example, Educational Therapists, Behavior Specialists, nurses and enrollment center staff had a gap in services offered until virtual protocols could be established. Furthermore, many professional development opportunities for both staff and students had to be canceled due to the Riverside Public Health and California State "stay at home" mandates. Parent volunteering was halted altogether due to the Distance Learning model implemented and the difficulties experienced in building technological capacity and obtaining appropriate security clearances. Expanding Tier II and Tier III Positive Behavior Supports (PBIS) had to be re-envisioned and provided in a virtual format. While SJUSD specialty staff did an outstanding job creating and implementing virtual services, this did take a great deal of time to create. The much anticipated Tier II and Tier III classrooms (SSR and ASED) were postponed a year, due to no in-person instruction.

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
Personal Protective Equipment (PPE) purchased including disposable gloves, face masks, face shields	$132,366.88	$185,065.58	N
Plexiglas shields for student desks, school and district office areas	$1,192,042.49	$1,017,856.98	N
Health and sanitation supplies and equipment including thermometers, COVID signage, MERV-13 air filters, cleaning equipment and supplies	$153,987.41	$168,198.66	N
School nurse salaries and benefits	$206,143.12	$265,039.00	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.

The district purchased more PPE, health/sanitation equipment and supplies than originally budgeted in anticipation of unplanned shortages in supply from vendors and the need to have enough on-hand if/when in-person instruction resumed. While the district expected to expend a significant amount to procure plexiglass barriers, the incurred costs to purchase enough barriers for student desks and office areas was less than originally planned. Finally, additional costs for school nurse salaries and benefits included extra duty hours beyond the normal contracted time in order for nurses to support district health needs as well as additional contracted staff to support contact-tracing efforts.

Analysis of In-Person Instructional Offerings

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

San Jacinto USD began preparations for in-person instruction for the 2020-21 school year in May when we put together a committee of school and district staff to develop options for a continuum of instruction ranging from full in-person to full time distance learning. The original plans developed focused on three different options and were designed to allow for family choice and to be fluid depending on current health guidance. For in-person we successfully developed a hybrid model where students would be divided into four different groups. These groups would allow for us to bring approximately 25% of our students for in-person instruction. Depending on health guidance, we planned for a 50% hybrid option where we would combine two groups together. The primary challenge

with proceeding with our hybrid plans has been that the case rate per 100,000 has continued to remain at a level where we were unable to open. The county health department also stopped accepting waiver applications which limited our in-person options.

One area that we have been successful with related to in-person instruction has been being able to open learning pods based on the small group cohort guidance from California Department of Public Health. This guidance was originally provided on August 25, 2020 to allow for a stable cohort of up to 14 children and 2 supervising adults. The guidance was revised on September 4, 2020 to allow for any configuration of students and adults as long as the total size did not exceed 16 individuals. This updated guidance provided SJUSD with flexibility to be able to bring in various cohorts at each of our schools. Students identified to join a learning pod were prioritized based on connectivity concerns or other factors that would potentially limit their access to resources through a distance learning format. For example our homeless and foster youth were supported with transportation and other resources to be able to participate in a learning pod. Due to the hard work and dedication of our classified staff members our learning pods started in early September and have been able to successfully operate at all levels, even as the case rates within the county climbed.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Hot spots and home internet services were purchased to allow Wi-Fi access for student use in distance learning to ensure equitable access to programs and instruction	$229,961.27	$233,695.00	Y
Student Chromebooks and related licenses and accessories for student use in distance learning	$1,505,753.97	$1,937,468.90	Y
Technology, equipment, software, licenses, supplies and materials for certificated and classified staff to be able to effectively conduct distance learning	$750,455.54	$1,009,737.55	Y
Technology staffing and salary costs to support distance learning and connectivity	$63,761.00	$123,165.64	Y
Supplies and materials to support students for distance learning	$11,976.98	$134,568.23	Y
Professional Development for distance learning, restorative practices, and digital learning and associated extra duty for 5 additional teacher days and classified extra duty for training	$1,189,293.15	$1,256,898.67	Y
New staff including Principal on Special Assignment for Distance Learning, translator and temporary teacher contract contracts	$1,245,343.00	$548,877.89	Y

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Training and ASCC Certifications for classified staff to facilitate distance learning pods	$30,600.00	$8,610.00	Y
Support for pupils with unique needs including contracted services and learning pods and for pupils with unique needs, IEPs and in need of SEL support as well as assessments	$437,804.11	$483,841.29	Y

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

SJUSD was not able to purchase the additional Chromebooks for students as originally planned. The was due to a national shortage in supply. However, because of the additional needs created by distance learning, we purchased additional software licenses such as Zoom, SeeSaw, and Paper to support teachers and students with engagement and academic support. We also found there was an additional need to provide students with additional supplies and materials such as webcams, microphones, and headphones to make sure that teachers and students were able to stay connected.

The action written to provide new staff including Principal on Special Assignment for Distance Learning, a translator, and temporary teacher contracts were budgeted for approximately $1 million dollars, but due to the mandatory school closures and the stay at home order, SJUSD was not able to fill the translator position, nor were the anticipated temporary teacher contracts needed as originally planned. This created a situation where only approximately half of the anticipated budget was used. At the time the LCP plan was made, there was a thought temporary teacher contracts might be needed to mitigate learning loss, but as the plans came to fruition, students were working directly with their assigned teachers as scheduled at the beginning of the school year. Furthermore, the employee serving as Principal on Special Assignment resigned from the position to take a job in another district and SJUSD was unable to fill the vacancy for the remainder of the school year. Finally, the distance learning plan was originally written with the intent to return to in-person instruction after a short period of time. However, distance learning remained in place for the remainder of the school year, causing technology staffing and salary costs to support the distance learning program to be double the cost of what was initially projected.

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.

SJUSD was able to successfully support all of our students with accessing resources through a distance learning format, primarily because we were already very close to being a 1:1 district with our technology prior to closing in the Spring of 2020. At the end of the 2019-2020 school year, our technology team spent many hours troubleshooting individual issues related to connectivity for our students and came up with creative solutions to make sure students could connect. By the start of the 2020-21 school year, we had a very small number of students that were not able to connect on their own or through a district provided hot spot. Our next level of support was to provide in-home internet through a local provider in situations where our other solutions did not work. According to our Clever reports, over 98% of our students are connecting with their teachers weekly through our student portal which translated to attendance rates consistent with when we were in-person.

Another success in implementing the distance learning program for the 2020-21 school year was that we were able to delay the official start of the school year to allow for five additional days of professional development, planning and outreach to our students and families. These negotiated days were scheduled so that teachers were able to participate in a full day of self driven learning through our Alludo system on strategies and resources that support distance learning. An additional full day was devoted to supporting the social emotional needs of our students. The remainder of the additional days were spent planning and preparing for distribution of needed resources to families including textbooks and other materials needed for students to be successful through distance learning. Educational Services established the Distance Learning Essential Elements guidance document that identified the specific criteria found in Senate Bill 98 related to distance learning. This document was then used to create recommended daily schedules for teachers based on revised bell schedules providing time for English Language Arts, Designated English Language Development (ELD), Mathematics and Social Emotional Learning. The daily schedule also provided a balance between synchronous and asynchronous instructional time and established daily Design Time, which provides teachers time to plan and support engaging and effective instructional units for distance learning activities.

While our data indicates that students successfully connected through a distance learning model, one of the ongoing challenges is ensuring that students are actually engaging with the learning. To ensure continuity of instruction for students between distance learning and in-person, we continued the work of narrowing our focus based on our Board goals. The primary goal is to "Create literate students at each grade level through individualized supports with a focus on proficiency by grade 3." Simply put, we asked teachers to focus their instructional time on strategies that would help students read better than when we closed due to COVID. However, even with this narrowing of focus, we continue to experience students not engaging, especially in the higher grade levels. What this translates to is many students not choosing to turn on their video camera or actively participate in the classroom activities. This lack of engagement has led to an additional challenge of students successfully passing all of their required classes to earn credits toward graduation. Our first semester failure rate for students in grades 9 - 12 is higher than our average over the past three years while in person.

While our overall failure rate in grades 9 -12 increased, our middle of the year diagnostic data through i-Ready showed similar trends when compared to our prior year data. This means that while there are challenges to implementing a distance learning program, there are students that continue to demonstrate success and our average achievement in reading and mathematics as measured by i- Ready is at the same level as when our students were in person. However, a connected challenge to completing diagnostic and formative assessments is ensuring that family members are not helping individual students as they complete their assignments. Teachers have been successfully developing ways to actively proctor through a distance learning environment to make sure our data is accurate.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Contract with outside agency for 24 hour, 7 days a week online tutoring support for students grades 6-12	$167,457.00	$169,332.00	Y
Supports for students in all grades from intervention teachers	$586,766.00	$497,795.94	Y

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Virtual Elementary and Secondary Summer School, extended instructional programs for intercession, and Saturday Schools	$324,385.43	$231,264.43	Y
Online program to overcome learning loss and support student engagement in dual-immersion program	$54,456.85	$54,456.85	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.

One of the greatest needs through distance learning has been to provide direct student support outside of the regular school day. Fortunately, we were able to partner with "Paper" tutoring to provide support 24 hours per day, 7 days per week. Originally, we planned to only provide tutoring support with this program to students in grades 6-12, but after a short time we identified additional needs that could be met for our students in grades 4 & 5. However, while we have found success with "Paper" online tutoring, due to ongoing health conditions that do not permit in-person learning, we have not been able to provide the amount of intervention, intercession and extended instructional programs that we originally planned for. Much of this is due to the fact that students that continue to struggle with learning through a distance leaning format need something different than more distance learning instruction to be successful. Until we are able to extend our intervention to include hybrid and/or in-person instructional activities, we will continue to be able to maximize our extended opportunities.

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.

SJUSD has been able to successfully administer both our beginning of the Year (BOY) and Middle of the Year (MOY) diagnostics in both I-Ready for grades K - 8 and Exact Path for grades 9 - 12. While there have been some concerns expressed about families helping their students to complete the assessments which may skew the results, those appear to be isolated cases that are reflected as outliers when analyzing the data by school and by teacher. Completing both of these assessments provides us with current data that we can then identify specific students that need more intensive support. Both i-Ready and Exact Path also provide data related to specific concepts and skills that students need to improve to reach grade level. By consistently administering our MOY and BOY assessments, we are able to look for growth over time to identify students that are not being successful in distance learning and that will need additional interventions once we are able to resume in-person learning. Identifying the specific students that experienced learning loss due to COVID is essential to addressing their needs.

Our greatest challenge in addressing pupil learning loss for the 2020-21 school year is connected to a few key areas. First, our data indicates that we continue to have a high percentage of students that are performing well below grade level. This is key in addressing learning loss because we are not able to simply identify specific students that regressed due to COVID closure while monitoring others, but instead we must develop strategies to support the majority of students with improving their overall achievement level. With so many students being identified for Tier 2 or Tier 3 support, teachers must embed supports for foundational skills into their grade level planning. Next, being able to only offer distance learning without larger scale in-person support beyond small cohort learning pods provides another challenge with addressing pupil learning loss. If the students identified for Tier 2 and Tier 3 supports are not benefiting from distance learning, providing more of the same instructional model is not going to help mitigate their learning loss. Additionally, teacher resources, such as time

and materials, are impacted by the high need of all of their students, which is compounded by the learning curve created by transitioning to a distance learning format. As teachers strive to meet the high needs of all of their students through a distance learning environment, there is insufficient time to support specific students designated for learning loss. Even as we identify and implement personalized resources such as Paper 1:1 tutoring, increasing our student usage continues to be a challenge because it is difficult to monitor through a distance learning format.

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.

SJUSD has developed a Multi-Tiered System of Support to ensure that our students and staff receive mental health and social emotional support.

Successes:

Universal Social Emotional Learning Screening Tool & Problem Solving Teams: At a tier one level SJUSD provided a universal screening tool to identify areas of strengths and areas of growth in student's core competencies of social emotional learning. We administered the Panorama SEL student survey to all students in grades 3 through 12. This data was reviewed by each site's problem solving team. The problem solving team includes the principal, assistant principal, school counselor, educational therapists, and intervention teacher. Each team meets weekly to review data, such as the Panorama student success platform which has the results from our universal screener identifying areas of social/emotional competencies that some students may need additional support in. Our student success platform also enables the problem solving team to look at other data metrics such as, attendance/engagement, behavior, and academic performance data for each student. The problem solving team uses this data to determine which students need tier 2 and tier 3 intervention and has a progress monitoring feature that enables the team to determine if interventions are working. This enabled school sites to use data to drive student interventions.

Social Emotional Learning and Mental Health Support: In grades K-8 teachers provided social emotional lessons during the instructional day to students using Second Step, Leader in Me, and Boys Town curriculum. At the high school level teachers used Ever-fi and curriculum from Building Assets, Reducing Risks. School counselors also provided classroom lessons on social emotional well being, bully prevention, early warning signs for suicide and violence prevention, as well as coping skills. Our educational therapists also provided mental health support lessons. Our school counselors and educational therapists facilitated Mindful Mondays and Wellness Wednesdays at every school site and created google classrooms for students focusing on providing mental health support and activities for students and staff. Restorative practices training was provided to all certificated staff and four of our schools received intensive training which have enabled teachers to implement restorative practices such as circle time and daily check ins.

School counselors and educational therapists offered a wide variety of mental health supports ranging from facilitating small groups on topics such as bereavement, coping strategies, impulse control, and social/emotional support. At a tier three level educational therapists provided therapeutic supports which included individual therapy, small group therapy, and case management. Utilizing our menu of services, our problem solving teams at each site provided student/family referrals to our partner agencies who provide mental health support. These agencies include CASA/ Reach, Renewing Hope Family Counseling Center, San Jacinto Mental Health Children's Clinic, Riverside University Health Systems Substance Abuse Program, Borrego Clinic, Safe House, Wiley Center, Hemet Hospice. SJUSD also contracted with Care Solace which provides a 24 hour mental health concierge service designed to connect families to mental health resources. SJUSD was able to adapt their suicide prevention protocol to distance learning and created a phone line monitored by the counselor

or therapist of the day.

Social/emotional and mental health support to staff and parents SJUSD offered staff wellness by offering compassion fatigue, community resiliency groups, and self-care workshops provided by Center Against Sexual Assault/REACH. We offered training sessions on understanding the impact of COVID-19 on mental health and balancing work and home during distance learning. Additionally, our PBIS TOSA's offered staff trainings on how to build Social Emotional Learning capacity by focusing on developing the core social emotional competencies for staff. These competencies include self-awareness, self-management, social awareness, relationship skills, and decision making skills. For staff who needed additional mental health support referrals to Care Solace, and the Employee Assistance Program were made. Our site administrators monitored the well-being of staff by checking in on staff regularly and connecting staff to additional resources if needed. Our personnel department assisted staff who were struggling with mental health issues by implementing the interactive process to ensure that we are fully supporting staff. For staff members who have experienced a crisis, a crisis response team member followed up with the staff to ensure that they had the support they needed.

We have also offered social/emotional support to parents by creating a virtual mental health website for our stakeholders which enabled parents to have access to our therapists. Coffee with the therapists was offered to parents to share coping strategies, communication techniques and support to our families. A student community resource page was developed by our PBIS TOSA's to offer parents and stakeholders access to tools to support distance learning and to support social emotional learning.
Based on feedback from our providers and stakeholders, some of the successes in monitoring and supporting mental health and social/emotional well being during distance learning was the ability to see and check in with students in multiple sites in a school day. School counselors, educational therapists, and our community partners were able to organize student groups across sites. More community partnerships were developed this school year and there was stronger collaboration. Our suicide prevention protocol's counselor/therapist of the day phone extension was effective and enabled students and families to get support immediately. Although our number of suicide risk assessments decreased this year, students and families were able to be connected to resources quickly. Another success was the ability to make staff more aware about mental health supports and strategies to support students. Being able to use various technology tools enabled students to learn about social/emotional well being and mental health through multiple venues.

Challenges:
Some challenges in monitoring and supporting mental health and social/emotional well being this school year based on stakeholder feedback included the challenges of being able to contact students that have not been engaging in distance learning, and in being able to collect consent/permission slips from parents. School counselors and therapists also found it challenging for students to open up during virtual counseling interventions because students lacked privacy at home and did not want other family members to hear confidential information. Although many referrals were made to Care Solace, we saw a decline in the number of parents who followed up with outside agencies. We also found that we had to use multiple modes of communication to ensure that we were reaching all families to make them aware of the resources that are available. Finally, our mental health professionals were at a severe disadvantage when unable to work with at-risk students physically at the school sites. A strong partnership with families was necessary to provide much needed mental health supports. However, in many cases, the most at-risk students were experiencing extremely troubling homes, making it very difficult to get parents/guardians, etc. to actually follow through with mental health assignments, appointments, paperwork, etc.

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.

Successes:

We have found that family communication with our auto-dialer and emails has improved this school year, as families are more likely to read/listen to the messaging and act upon the requests (engage). This is demonstrated by the participation we've experienced with our virtual (Zoom) sessions for parents, either with general information sessions or specific parent advisory groups. Our analytics of the communication tools show that more correct phone numbers and email addresses are in our system than in previous years, which means families are keeping their information current in order to receive the messaging. Another example of success with outreach is with our messaging on weekly free meal distributions. Consistently we receive replies to our weekly reminders on distributions – from families either new to our district or with new needs for the food. The percentage of families that participate in this program is much higher than our surrounding districts, and we attribute it to our consistent outreach, our engaging communication style, and our response to a true basic need of our constituents.

Challenges:

Especially during the "stay at home" orders prescribed by the State, most engagement with student families was limited to virtual exchanges this past year. Although students were issued Chromebooks, we discovered that not all parents had easy access to equipment for virtual meetings (Zoom or Google Meets), and even when they did, they did not always possess the technology skills to utilize the virtual platforms. Many parents used their cell phones, but small screens limited their ability to see presentation slides as needed. Another challenge we faced was orchestrating a safe pick-up of materials supplied to enrich or assist families with distance learning. We learned that our drive-up or drive-thru process for each school campus has limitations, due to parking lot configurations or city street layouts without much room for curb parking.

Analysis of School Nutrition

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

Providing school nutrition during the 2020-21 school year has been challenging, but nonetheless successful.

Successes:

Student meal participation increased by an astounding 70% from summer meal service. Through meal waivers, the District was able to serve many bulk menu items and it quickly became apparent that, because meals were often spread to feed an entire family, our service to students was impacting our entire community. Words of thanks and messages of gratitude from parents were heartwarming to the entire staff.

A weekly meal distribution plan was devised and made possible by partnering with other departments within the District. This collaboration provided assistance with meal production, meal packaging and meal distribution resulting in an efficient service to families.

The District also collaborated with local farmers to ensure fresh fruits and vegetables were provided to students each week. We are confident that this local outsourcing helped to sustain the livelihood of our neighboring farmers.

One of the biggest successes was keeping morale high within the department as the Nutrition Services operation never shut down. All team members remained essential workers fighting food insecurity for the students and families in our community. Employees showed up day after day, setting aside their own fears and concerns, to make and distribute meals for students. An emphasis on open communication and regular staff meetings built trust and understanding

within the department. This resulted in a cohesive team that continues to work through the ever-changing demands of the pandemic for one common cause - to ensure each and every District student is well nourished and supported in distance learning.

Challenges:
The District experienced a drastic increase in meals served as families struggled with economic loss due to the ongoing pandemic. Increasing the number of meals to meet the demand led to a constant challenge of finding enough refrigeration for the mass volume of products. Meal waivers allowed for bulk distribution however, this also proved to be an arduous undertaking as many food vendors were accustomed to an individual serving container concept.

CDE and other State guidelines and procedures were continually developing and evolving to stay in compliance with the new USDA regulations. New requirements affected all school districts which periodically resulted in vendor shortages and late deliveries which impacted meal production deadlines.

Perhaps the greatest challenge was workforce safety issues surrounding the COVID-19 virus itself. In March 2020, many protocols remained unknown and led to heightened anxiety, fears of contagion and positive cases amongst team members. As knowledge about the virus improved, a new challenge of enforcing the recommended CDC guidelines to prevent the spread of COVID-19, such as social distancing and the requirement of face masks were also experienced. Other measures to minimize the exposure to COVID-19 were also implemented including increased cleaning and sanitizing and daily employee health screening. The District's rigorous adherence to contract tracing mandates successfully isolated or quarantined affected staff when required.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Nutrition Services staff and equipment and supply costs associated with supporting meal distribution	$1,110,717.50	$1,208,752.55	Y
Mental Health and Social and Emotional Well-Being	Compassion fatigue and self-care workshops for staff provided by the Center Against Sexual Assault	$35,920.00	$35,920.00	Y
Mental Health and Social and Emotional Well-Being	Counseling and Educational Therapist salaries and benefits to support the mental health and social emotional need of our students and staff	$1,273,375.56	$1,179,960.10	Y

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil and Family Engagement and Outreach	Outreach and engagement with students and families with support from designated classified staff and Parent Center staff	$172,665.77	$199,105.02	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.

Substantive differences found in the LCP were mostly associated with over expenditures directly correlating to supporting our students and families with the resources and supplies needed to find success in a Distance Learning environment. For example, Chromebooks, licensing, technology equipment, Internet access, etc. all cost more than originally anticipated, but was necessary to support students with connecting to their learning. Furthermore, SJUSD School Nutrition served meals to families throughout the pandemic and required additional equipment as these employees eventually were serving families simultaneously in the community as well as students who were returning to hybrid in-person instruction. In some instances, the projected funds were not fully spent because staff did not take advantage of opportunities such as ASCC certifications & summer school extra duty pay.

Overall Analysis

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

The most critical lesson learned from implementing in-person and distance learning programs in 2020-21 connected to the instructional program is the importance of an agreed upon instructional framework that is focused on a clear learning purpose and defined success criteria. Without teacher clarity around what students are expected to learn and how they will demonstrate they have learned it, students will struggle to meet grade level expectations in either environment and in all content areas. With 2020-21 instructional time being almost completely in a distance learning format, we have been refining our capacity around how we collect evidence connected to our essential three instructional questions which are: 1. What are the students learning? (purpose) 2. Why are they learning it? (relevance) 3. How will they know when they have learned it? (success criteria). In SJUSD, collecting and analyzing data through virtual walk through visits has helped us narrow and refine our actions as we work to build coherence throughout our system. More importantly, we have learned the importance of providing targeted feedback, consistently within the agreed upon instructional framework, so that all stakeholders can have a deeper understanding of our current instructional needs.

These lessons learned through distance learning have informed the development of the actions for the 2021-2024 LCAP to be written in a way that ensures deeper understanding and connection with fewer essential initiatives. For example, with a clear understanding of the importance of teacher clarity, we have developed actions in the LCAP to ensure that all teachers participate in hands on, embedded professional learning connected to the 9 modules of Teacher Clarity. By focusing deeply in this area, we can develop structures and practices that monitor the overall implementation, connect directly to the instructional framework and participate in an improvement cycle to better our overall practice. By doing this, we are able to provide a direct correlation between our targeted actions and the impact on our annual measurable outcomes.

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

Goal 1 of our 2021-24 LCAP continues to focus on providing all students with a rigorous, engaging and differentiated 21st century education to create future ready learners. The actions of Goal 1 are directly connected to the Board goal to "Create literate students at each grade level through individualized supports with a focus on proficiency by grade 3." We will continue to assess the needs of individual students through the utilization of i-Ready for students in grades K - 8 and Exact Path in grades 9 - 12, which are provided through actions in the LCAP. Both of these diagnostic assessment tools identify specific concepts and skills that students need to reach grade level in reading and mathematics. For students that are not proficient by grade 3, we will continue to provide additional supports for Tier 2 and Tier 3 academic support through additional staff dedicated to providing timely intervention during the school day. These supports will be based on individual students' unique needs. Some of the ongoing actions to address pupil learning loss are connected to deepening our professional development around Teacher Clarity and equipping teachers with the expertise to be able to analyze their grade level standards and develop their progressions and daily learning intentions during their professional learning collaboration (PLC). Through this ongoing work, teachers have a better understanding of how to embed foundational concepts and skills into their grade level content standards to be able to support the needs of individual students, especially during small group instruction.

Through the analysis of our iReady and Exact Path data, we are able to disaggregate by student group including Students with Disabilities, Foster Youth, Low Income and English Learners. This data analysis enables teachers to identify trends so they can create small skill based instructional groups and support students with research based strategies to increase reading achievement. The data analysis also enables administration to identify school wide or district wide trends of specific concepts and skills that designated student groups need additional support in learning. Student progress will be monitored each trimester through the Beginning of the Year (BOY), Middle of the Year (MOY) and End of Year (EOY) iReady and Exact Path diagnostic assessment. Each assessment provides an opportunity to analyze student data to determine individual students and any student groups that have shown growth. In addition to the targeted small group reading instruction happening during the instructional day, we plan for expanded learning opportunities on Saturdays, evenings and school breaks where we will provide additional support for designated student groups based on the most recent formative data.

The actions of our 2021-24 LCAP also support deepening our collective understanding around effective strategies to teach students at all levels how to read, write, speak and think critically to make meaning from grade level complex text, in all content areas. Through ongoing professional development connected to balanced literacy, teachers will be able to minimize the number of students that need ongoing learning loss support.

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.

Substantive differences identified in the Local Continuity Plan (LCP) were as follows:

In-Person Instructional Offerings: Actual expenditures for school nurse salaries were approximately $60K more than originally budgeted. This is due to the fact SJUSD had a need for additional nursing staff to meet the contract tracing and districtwide school safety plans, including, but not limited to isolation rooms, training, etc.

Distance Learning Program: Chromebooks cost an additional $400K than initially budgeted. Technology equipment, software, licenses, supplies, etc., also cost an additional $300k. Technology support staff salaries and benefits cost an additional $60k. Technical supplies and materials ran an additional $120k. These additional costs due to the fast technology equipment had to be purchased for not only students and teachers, but also for support staff that was working

remotely. Finally, new staff including a Principal on Special assignment and temporary teacher contracts were originally budgeted, but the employee serving in the Principal on Special Assignment position resigned to take another job and the position was not backfilled for the remainder of the year. Temporary teacher contracts were budgeted in case there was a need to begin providing immediate learning loss to students in the event schools returned to in-person instruction. However, they were not needed due to the fact the school year concluded with a stay at home order in place. These situations resulted in only having the budgeted funds being used.

Pupil Learning Loss:
Approximately $100k originally budgeted for intervention teachers was not utilized. While SJUSD was able to begin offering limited tutoring opportunities to address pupil learning loss, the fact that the school year remained in a distance learning format, hindered the ability to provide intervention services to the degree originally planned for. Summer school opportunities for both elementary and secondary were also much smaller programs that originally anticipated. Students and families did not take advantage of summer school, as in past years, due to the fact it could only be offered in a virtual environment. This led to actual summer school expenditures that were $100k less than originally budgeted.

School Nutrition:
The SJUSD School Nutrition program expanded to a very large and very complex community feed program while our students and their families were adhering to County Public Health mandates and participating in a distance learning educational program. This required an additional $100k to be spent on staff, equipment, etc.

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.

The district's implementation of a multi-tiered system of supports continues to focus on providing opportunities for our students in greatest need to be successful. However, the district does understand that there is still a need for intentional improvement to expand student achievement outcomes as represented by the data reported on the California School Dashboard, California Department of Education Dataquest, and local measures.

To begin with, SJUSD's differently abled students are currently performing below the district trend for the Graduation Rate indicator as reported by the CA School Dashboard. The student group achieved at the orange performance level which is two performance levels below the overall district score. Furthermore, English Language Arts indicators for SJUSD identify this as an area of growth for students. The district performed in the orange performance level on this indicator. The analysis also indicates that the Homeless and Differently Abled student group population are performing in the red performance level. English Learners (excluding reclassified English Proficient students) also scored 60 points below the overall student population. SJUSD's English Learners (excluding reclassified English proficient students), Homeless, Differently Abled, African American and Native American student group population continues to show a

need for differentiated support to improve their achievement outcomes as identified from the Math indicator with a red performance level. These student groups are performing two levels below the district's overall performance level. Finally, the College/Career indicator also identifies this as an area of growth for SJUSD students. The district performed in the orange performance level. A deeper analysis of this data shows the need to improve opportunities and outcomes for students in Career and Technical Pathway completion and Smarter Balanced English Language Arts and Math assessments. SJUSD's English Learners, Socioeconomically Disadvantaged, and homeless students are performing at the district trend with an orange performance level. SJUSD Differently Abled student group population is achieving below the district level with a red performance level.

As a result of this analysis, SJUSD has committed to a student achievement goal in the new LCAP that consists of 10 action items ranging from supporting assessment software, standards and skills activities and materials, researched based strategies and professional learning for staff, educational technology for 21st century learning, standards-aligned curriculum, direct student support opportunities, specifically for English Learners, Differently Abled Students, Foster Youth, McKinney Vento, African American and Native American students, and finally, a variety of support positions to deepen the understanding and implementation of a high-quality and rigorous instructional program.

As SJUSD analyzed student engagement data, there were several trends that emerged as themes to be addressed in the new LCAP. For example, SJUSD's Foster Youth, Differently Abled, and Homeless student groups all performed below the district trend, as reported by the CA Dashboard, with a performance level of orange. The American Indian and Alaska Native and Two or More Races are performing two levels below the District trend with a red performance level. Additionally, SJUSD's Homeless, Foster Youth, and African American student groups continue to show a disproportionate rate of being suspended as reported by the CA Dashboard. These student groups are performing below the District trend with a red performance level. Finally, school climate is an area shown as an identified need for grades 6-12. This is based on SJUSD's local administration of the Panorama Student Social Emotional Learning survey. Students were asked, "How often do your teachers seem excited to be teaching your class?" Only 58% of SJUSD students in grades 6-12 submitted a positive marking for this topic.

As a result of this analysis, SJUSD has committed to a student engagement goal in the new LCAP that consists of 11 action items ranging from MTSS action items addressing SEL activities and behavior support, equity and access strategies, enrichment support for Foster Youth, McKinney Vento and African American students, mentoring services, attendance support, music and physical education opportunities for elementary students, a comprehensive districtwide counseling program, and mental health services.

SJUSD also spent time analyzing local measures. For example, student relationships with adults at school were identified as an area of need based on SJUSD's local administration of the Panorama Family Back-to-School survey. Families were asked, "How concerned are you about your child's relationships with adults at school right now?" Only 69% of SJUSD families submitted a positive marking for this topic. Furthermore, satisfaction with student learning structure was identified as an area of need based on SJUSD's local administration of the Panorama Family Back-to-School survey. Families were asked, "How satisfied are you with the way learning is structured at your child's school right now?" Only 41% of families submitted a positive marking for this topic.

As a result of this analysis, SJUSD has committed to a "conditions for learning" goal in the new LCAP that consists of 5 action items ranging from parent & family engagement, highly trained staff, access to instructional materials, high-quality facilities, and an on-going commitment to monitoring school climate indicators through Panorama Software licensing.

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
San Jacinto Unified	Dr. Sherry Smith Deputy Superintendent, Personnel Services	sjsmith@sanjacinto.k12.ca.us (951) 929-7700

Plan Summary 2021-24

General Information

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

Located in Southern California's Inland Empire, San Jacinto Unified School District is located 85 miles east of Los Angeles and 90 miles north of San Diego. The District serves approximately 10,000 students in two TK-5 schools, four K-5 schools, one K-8 school, two 6-8 middle schools, one 6-12 school, two 9-12 high schools, consisting of one comprehensive and one alternative program, as well as a K-12 virtual learning academy. The District also operates six full day and two half-day Head Start Preschool programs, as well as six half-day State Preschool programs. There is also a community based adult transition program for students 18 to 22 years old. Finally, one of the elementary schools serves as a Leader In Me school, and one as an elementary Primary Years International Baccalaureate program. The K-8 school serves as a World Language Academy, and the 6-12 school is in the process of becoming a Middle Years International Baccalaureate program. All schools are on a traditional calendar.

San Jacinto Unified is a diverse school district with approximately 2% of students identifying as American Indian, 3% as Asian and Pacific Islander, 10% African American, 75% Hispanic, 10% White. Furthermore, approximately 87% of students are socio-economically disadvantaged, with 19% English Learners and 1% Foster Youth.

San Jacinto Unified Mission: SJUSD provides equity and access to ensure each and every student achieves high levels of learning while developing cultural responsiveness and social responsibility.

San Jacinto Vision: SJUSD's safe, nurturing, transformative and equitable culture ensures each and every student graduates college and career-ready with a passion for learning, the motivation to live responsibly and the capacity to be problem solvers as they successfully navigate their unique futures.

A variety of specialized programs are available, such as, but not limited to, online education, Dual Language Immersion, International Baccalaureate, Career Technical Education, Advancement Via Individual Achievement (AVID), Science, Technology, Engineering and Math (STEAM), Junior Reserve Officer Training Corp (JROTC), instrumental/vocal music, athletics, and the performing arts.

Reflections: Successes

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

San Jacinto Unified is proud of our stakeholders who are focused every day on providing equitable outcomes for our students. The efforts have continued to translate into improved student growth and achievement as represented by the data on the California School Dashboard, the California Department of Education reporting platform Dataquest, and the district's local measuring tools.

Goal 1 Student Achievement

Graduation Rate continues to reflect great achievement by SJUSD students. The overall student graduation rate is in the high-status level as reported by the California School dashboard which places SJUSD students overall in the green performance level. Students who are identified as foster youth or socioeconomic disadvantaged continue to outperform the district trend as both student groups are in the blue performance level. Additionally, our students who are identified in the student groups of English Learners and Homeless continue to achieve at or just below the district performance level as each of these student groups is in the green performance level.

SJUSD's English Learners (inclusive of reclassified English Learners within 4 years), Foster Youth, and Socioeconomically Disadvantaged student groups show growth on the English Language Arts indicator as reported by the CA Dashboard. Students identified in these student groups showed continuous improvement in moving from the orange performance level to the yellow performance level.

SJUSD's Foster Youth population performed above the district trend and all other student groups for the College/Career Indicator as reported on the CA Dashboard. The student group performed at the yellow performance level.

The Mathematics Indicator was another area of identified improvement for SJUSD students. Students exhibited continuous improvement moving from the orange to the yellow performance level as reported by the CA Dashboard. Students identified in the English Learners (inclusive of reclassified English Learners within 4 years), Foster Youth, and Socioeconomically Disadvantaged groups continue to perform at or above the district trend as each group also performed within the yellow performance level.

SJUSD intends to build upon these successes in Goal #1 by deepening and refining professional development opportunities centered around research-based strategies and TK-12 literacy standards. Literacy is the focal point for all subject areas and grade levels. SJUSD is in its 5th year of implementation of CORWIN's "teacher clarity" practices and will continue to further refine and improve teacher skills. This will ultimately continue to improve teacher instructional strategies, providing more effective differentiation strategies, and positively impacting more Tier 2 and Tier 3 student populations, specifically English Learners, Low Income, Foster Youth, Homeless, and Differently Abled students. Furthermore, teachers on special assignment, along with specific support positions, such as, but not limited to Directors of CTE and English Learners are provided to bring accelerated learning to SJUD high-need areas, such as college & career readiness indicators, English Learner reclassification rates, Low Income, Foster Youth, Homeless, and Differently Abled academic dashboard indicators. Additionally, each elementary school site will be allotted two certificated positions to provide tiered supports in identified areas such as, but not limited to ELD, reading, and/or math. This, in conjunction with a variety of data collection opportunities will be provided in order to monitor and assess the individual needs of all students, but specifically, English Learners, Low Income, Foster Youth, Homeless, African American and Differently Abled students.

Goal 2 Student Engagement

Chronic Absenteeism Indicator continues to reflect continuous improvement in regards to ensuring that SJUSD students are engaged and have the opportunity to participate in the learning environment and community of the district's school sites. The overall student population showed growth in this area moving from the orange to the yellow performance level as reported by the CA Dashboard. The English Learner and the Socioeconomically Disadvantaged student groups continue to perform at or above the district trend; both student groups are in the yellow performance level.

SJUSD's English Learner students exceeded the District trend for the Suspension Indicator. The student group achieved the yellow performance level which surpasses the District's orange performance level as reported by the CA Dashboard.

SJUSD continues to embrace the implementation and use of restorative practices, which is evident by our 0.05% expulsion rate as reported by Dataquest.

SJUSD intends to build upon the successes found in Goal #2 by continuing to offer mentoring services to identified Tier 2 and Tier 3 students, and expanding the mentoring program with a new elementary component that focuses on peer mediation and conflict resolution, as well as specifically targeting

students to receive mentoring supports. These mentoring services will further improve suspension, expulsion and local disciplinary referral data for all students, but specifically for African American and Differently Abled students. Furthermore, SJUSD will continue to deepen and refine the current multi-tiered system of support for social-emotional learning opportunities and behavior. Each elementary school site will be assigned a full-time counselor in lieu of the current part-time counselor status, and educational therapists and behavior specialists will continue to be provided to support Tier 3 students. Again, maintaining and expanding these counseling services will allow SJUSD to further improve student engagement indicators such as school connectedness, suspension, chronic absenteeism, etc. Finally, the equity work recently started in SJUSD, will be further expanded with a Director of Equity position. This position is created to further develop equitable practices and protocols across our school district to further support and improve student engagement indicators, specifically suspension rates for African American and Differently Abled students, as well as chronic absenteeism rates for all students, but specifically for English Learners, Foster Youth, Homeless, Low Income, and Native American students.

Goal 3 Conditions for Learning

SJUSD continues to ensure 100% of teachers are fully credentialed and appropriately assigned to support student learning.

SJUSD provides 100% standards-aligned instructional materials for each and every student.

SJUSD continues to receive 100% "good repair" on all FIT inspections. This translates into safer and cleaner schools for students to learn.

Teacher-Student relationship is an area shown as a success for grades 3-5 based on SJUSD's local administration of the Panorama Student Social Emotional Learning survey. Students were asked, "How respectful is your teacher towards you?" 89% of SJUSD students in grades 3-5 submitted a positive marking for this topic.

SJUSD intends to maintain all standards-aligned instructional materials and will expand upon these materials with the adoption of Next Generation Science textbooks and materials. Providing additional standards-aligned instructional materials will further promote literacy across all content areas and ultimately improve academic indicators for all students, but specifically for English Learners, Differently Abled Students, Foster Youth, Homeless, and Low Income students. Furthermore, SJUSD has created their first affinity group for Black Indigenous People of Color (BIPOC) to explore recruitment, retention and training protocols, in order to not only hire educators that are 100% fully credentialed, but are diverse in nature and understand the backgrounds and current realities of our student population. Providing educators with similar backgrounds and experiences as our student population will support student engagement, promote relationships and trust, and these characteristics lead to overall student performance. Finally, SJUSD intends to continue supporting parent engagement and communication with our districtwide parent liaison initiative, but also the expansion of specialty liaisons with the addition of a Foster Youth and Homeless family liaison. Parent engagement specialists and family liaisons, specifically the Native American and Foster Youth liaisons, are able to make much-needed connections with our families and students and provide differentiated supports to ensure all students, but specifically English Learners, Low Income, African American, Differently Abled, Foster Youth, Homeless and Native American students are having their academic and social-emotional needs met.

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.

The district's implementation of a multi-tiered system of supports continues to focus on providing opportunities for our students in greatest need to be successful. However, the district does understand that there is still a need for intentional improvement to expand student achievement outcomes as represented by the data reported on the California School Dashboard, California Department of Education Dataquest, and local measures.

Goal 1 Student Achievement

SJUSD Differently Abled students are currently performing below the district trend for the Graduation Rate Indicator as reported by the CA School Dashboard. The student group achieved at the orange performance level which is two performance levels below the district.

English Language Arts indicators as reported by the CA Dashboard identifies this as an area of growth for SJUSD students. The district performed in the orange performance level on this indicator. The analysis also indicates that the Homeless and Differently Abled student group population are performing in the red performance level. Furthermore, current English Learners (excluding reclassified English Proficient students) scored 60 points below the overall student population.

SJUSD's current English Learners (excluding reclassified English proficient students), Homeless, Differently Abled, African American, and Native American student group population continues to show a need for differentiated support to improve their achievement outcomes as identified from the Math Indicator as reported by the CA School Dashboard. Differently Abled and Homeless students are within the red performance level. African American and Native American students are performing below the overall student population in the orange performance level. These student groups are performing two levels below the district's overall performance level.

The College/Career indicator as reported by the CA Dashboard identifies this as an area of growth for SJUSD students. The district performed in the orange performance level. A deeper analysis of this data shows the need to improve opportunities and outcomes for students in Career and Technical Pathway completion and Smarter Balanced English Language Arts and Math assessments. SJUSD's English Learners, Socioeconomically Disadvantaged, and homeless students are performing at the district trend with an orange performance level. SJUSD Differently Abled student group population is achieving below the district level with a red performance level.

In order to improve these performance indicators, SJUSD intends to further refine and develop instructional strategies in all classrooms by creating coherent systems for learning. This begins with providing learning data materials to monitor and assess where each individual student need lies, specifically English Learners and Differently Abled students. It also includes providing standards aligned skills activities and materials, such as deepening the work with "teacher clarity," and implementing research based strategies and curriculum. Extending the core curricular offerings is also a strategy SJUSD will implement to support growth in these identified need areas. For example, SJUSD will continue to offer and calibrate a variety of college and career readiness opportunities for students, participate in AVID districtwide, and partner with Mount San Jacinto College for concurrent and dual enrollment opportunities. To help English Learners and Differently Abled students accelerate their learning, SJUSD is creating specific academic action items in the new LCAP. For example, English Learners will receive additional supports through the 3D and Rosetta Stone programs, and Differently Abled students will participate in co-teaching and preschool (inclusion) classes. Both of these student groups will have the support of site-specific teachers on special assignment as well as

specific and targeted tutoring opportunities.

Goal 2 Student Engagement

SJUSD's Foster Youth, Differently Abled, and Homeless student groups all performed below the district trend as reported by the CA Dashboard with a performance level of orange. The American Indian and Alaska Native and Two or More Races are performing two levels below the District trend with a red performance level.

SJUSD's Homeless, Foster Youth, and African American student groups continue to show a disproportionate rate of being suspended as reported by the CA Dashboard. These student groups are performing below the District trend with a red performance level.

School Climate is an area shown as an identified need for grades 6-12. This is based on SJUSD's local administration of the Panorama Student Social Emotional Learning survey. Students were asked, "How often do your teachers seem excited to be teaching your class?" Only 58% of SJUSD students in grades 6-12 submitted a positive marking for this topic.

SJUSD intends to provide Tier 2 & Tier 3 classroom support at all secondary sites. The Tier 2 Student Success Room focuses on restorative practices, making amends for wrongs, tutoring and group counseling opportunities. The Tier 3 ASED classroom is more intensive, allowing students to focus on core classes in a small, intimate classroom environment, receive daily mental health therapy, interact with general elective classes of interest, and develop and practice interpersonal skills. These are two strategies SJUSD plans to implement to further support student engagement for all Tier 2 and Tier 3 students, but specifically for African American and Differently Abled students. Furthermore, tiered strategies for social-emotional learning and behavior are provided in the form of Second Step curriculum and student engagement professional development for all educators. The more our staff can methodically implement a tiered system of support, the better chances all students, but specifically, SJUSD's Homeless, Foster Youth, Native American, and African American student groups have to improve the dashboard indicators related to school connectedness, chronic absenteeism, and discipline. Additionally, Goal #2 provides for specific African American, Foster Youth & Homeless enrichment opportunities to help these student groups connect to school. Mentoring services are maintained and expanded. This will provide accelerated results for Differently Abled and African American students, identified as needing Tier 2 & Tier 3 support. Finally, to support school connectedness for Homeless, Foster Youth, African American and Native American students, elementary physical education and music programs are provided.

Goal 3 Conditions for Learning

Student relationships with adults at school were identified as an area of need based on SJUSD's local administration of the Panorama Family Back-to-School survey. Families were asked, "How concerned are you about your child's relationships with adults at school right now?" Only 69% of SJUSD families submitted a positive marking for this topic.

Satisfaction with student learning structure was identified as an area of need based on SJUSD's local administration of the Panorama Family Back-to-School survey. Families were asked, "How satisfied are you with the way learning is structured at your child's school right now?" Only 41% of families submitted a positive marking for this topic.

SJUSD intends to address these needs by continuing a strong outreach to families. Family liaisons at every school site, two specialty liaisons for Native

American, as well as Foster Youth & Homeless families, and a Parent Engagement Specialist are provided to continue strengthening partnerships between the school district and the families served. As partnerships grow, relationships will mature and positively impact connectedness. Furthermore, SJUSD believes that teachers serving our students in the day-to-day instructional environment are paramount to student success and feelings of school satisfaction. Therefore, three teachers on special assignment, working directly with new teachers to San Jacinto and to the profession are provided. Access to instructional materials, high quality facilities, and highly trained staff will remain priorities throughout Goal #3.   Taking pride in these crucial conditions for learning, and promoting healthy communication through our parent outreach programs will lead to better scores on our local climate surveys.

LCAP Highlights

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

The San Jacinto LCAP, also known as The San Jacinto Difference, is the School District's all inclusive strategic plan and is monitored monthly and revised annually.

The plan consists of three overarching goals:

Goal #1 - Student Achievement: Create literate students at each grade level through individualized supports with a focus on proficiency by 3rd grade.

Goal #2 - Student Engagement: Create student engagement by embracing diversity and providing equitable access.

Goal #3 - Conditions For Learning: Create safe and inclusive learning environments through high quality staff, facilities, and community outreach.

At the foundation of the overall plan, along with the specificity of the three goals, is the concept that San Jacinto Unified strives to create a culture of college and career readiness awareness for all students.

Within each of the three goals, there are a variety of actions/services that are designed to support student academic and social success in a continuous cycle of improvement and growth. The actions and services were developed by SJUSD stakeholders, through the work of parent advisory, community and labor association groups.

Furthermore, the San Jacinto Board of Trustees has embraced the three LCAP goals and calibrated them to also serve as their three agreed upon "Board Priorities" for the overall improvement of our school district. These three priorities drive the important work and decision making that takes place within the district and serves as a reminder of what is most important to our stakeholders.

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.

Mountain View High School is currently in Comprehensive Support and Improvement for performing in the Red on the California School Dashboard in the majority of the reported areas which included English Language Arts, Mathematics and College and Career Indicator. The Suspension Rate was in the Yellow and the Graduation Rate was in the Green on the dashboard.

Support for Identified Schools

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

San Jacinto Unified School District has been utilizing the Improvement Science model to assist our CSI site. We worked with the site in identifying a stakeholder group that meets prior to their SSC meeting to share their feedback and recommendations. As an LEA we worked alongside the site administrator to conduct a root cause analysis from the district level. We used the Improvement Science model to analyze and reflect on how we are addressing resource inequities, as well as provide appropriate supports to aid the site's needs. The LEA supported the school through an Improvement Science process. By doing so we analyzed our current school framework and strategies from the LEA level. The goal is to be able to identify supports that the LEA can provide to current and future CSI identified sites. The LEA has identified team members that support the site with training on how to facilitate their sites CSI stakeholder group. The training consists of working with the site on prepping and planning for their CSI stakeholder presentations. The LEA has begun to work with the site by analyzing current evidence-based practices that have and have not been implemented. Our goal for next steps is to continue to work with the site and evaluate current evidence-based programs and strategies, while exploring others that might support the site. We hope that a deeper dive will lead us to the implementation of new research- based strategies. Stakeholders have been included in our process of root cause analysis. The stakeholder groups are composed of district and site personnel, parents, and students. When the group comes together they are able to provide feedback and suggestions based on their expertise and viewpoint. This has provided us with insight that otherwise we would not have taken into account. During the meeting the team stakeholder members will provide their feedback and their suggestions will be collected and addressed in the planning process. The LEA is currently using TABLEU, Dashboard, the site's local assessments and Schoolzilla. These platforms have allowed us to evaluate summative data and drill down to student groups. The CSI stakeholder group did identify areas that impact the graduation rate of students. These areas will be addressed by offering more CTE pathways for the site. The site did its own exploration of resource inequities, but the root cause analysis needs to be narrowed. One area identified is that resources/coursework offered at the traditional high school, are not always provided at the alternative education site level. The LEA stakeholder team, along with the CSI stakeholder group, are working together to identify resource inequities and how resource inequities are being addressed throughout the CSI plan. Finally as an LEA we have sent the members of the CSI stakeholder group to CSI trainings at the county level and have provided them with support at the district level.

Monitoring and Evaluating Effectiveness

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

The LEA has established a progress monitoring plan with the site. We have created monthly CSI stakeholder meetings to continue collaboration with the site CSI team to complete the analysis of the plan from the LEA level. These meetings also allow us to review the implementation and outcome data through the implementation and monitoring of the plan. The LEA will continue to support the CSI identified site in the planning and implementation of the site's CSI stakeholder meetings. Here we plan to implement the facilitation of strategies that were provided through our county trainings. The LEA has also created a fiscal monitoring sheet for the CSI site in which they detail the CSI goal and action that the expenditure supports. This sheet will aid us in also monitoring and ensuring that funds are being used appropriately during the current year to support current students. Our goal will be to create an evaluation tool to monitor and evaluate the CSI actions and services. The LEA along with the CSI site acknowledge that the continuous improvement cycle is ongoing, hence we recognize that there will be times in which we reflect on practices that require us to further examine the implementation of the plan (including supports) and possibly change it as necessary. All of this will be done through collaborative conversations with stakeholders at the site and LEA level.

Stakeholder Engagement

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

The San Jacinto Unified School District is committed to ensuring all students graduate college and career ready. This commitment requires involvement from a wide variety of stakeholders throughout the San Jacinto school district and overall community.

In the summer of 2020, six parent advisory committees: Latino, Special Education, Foster Youth/Homeless, African American, Native American and English Learner were structured around the three LCAP goals: student achievement, student engagement, and conditions for learning. One meeting per trimester was dedicated to an in-depth analysis of each goal, including data overviews, current strengths and challenges. Feedback was elicited from the participants in the form of next steps, strategies for improving challenges, actions they would like to see in the LCAP, etc. These meetings were held during the months of September-February, dedicating one of three meetings to each goal.

Additionally, each quarterly cycle of parent advisory meetings was concluded with a culminating "#SanJacSpeaks" meeting that included community stakeholders such as CTE partners, faith-based organizations, local business and service organizations. This included representation from both SJTA and CSEA labor organizations. Furthermore, all SJUSD employees had input through a variety of stakeholder forums, ranging from management team meetings to District advisory councils. Topics ranged from reviewing district data points to understanding current and ongoing expenditures. These groups met throughout the school year to analyze the current implementation plan, determine strengths and weaknesses in alignment and implementation, and finally to make recommendations for new and improved actions and goals.

Moreover, the following survey data was collected throughout the school year to help drive decision-making for the SJUSD LCAP:

Panorama Family Back-to-School Survey

SJUSD provided a Family Back-to-School survey to community/family members during the fall and spring of the 2020-2021 school year. The survey engaged families around the level of support and access that students and families received from SJUSD during the COVID-19 pandemic and remote learning. Families were asked a variety of questions in regards to the following topics: School Public Health Measures, Family-School Communication, Student Needs, Cultural Awareness and Action, the Learning Model, and Additional Family Assistance.

Panorama Social-Emotional Learning: Student Competency Measure Survey

SJUSD provided a Student Competency Measure survey in the Fall and the Spring of the 2020-2021 school year to students in grades 3 - 12. The survey engaged students around their abilities to navigate the school environment and supports they need to be successful scholars during the COVID-19 pandemic and remote learning. Students were asked a variety of questions in regards to the following topics: Social Awareness, Self-Management, Grit, Growth Mindset, Self-Efficacy, and Emotions Regulation. The survey was administered to students in grades 3-5 & 6-12.

Panorama Social-Emotional Learning: Student Supports and Environment Survey

SJUSD provided a Supports and Environment survey in the fall and the spring of the 2020-2021 school year to students in grades 3-12. The survey engaged students around the school connectedness and supports they need to be successful scholars during the COVID-19 pandemic and remote learning. Students were asked a variety of questions in regards to the follow topics: Teacher-Student Relationships, Rigorous Expectations, School Climate, Sense of Belonging, Engagement, and School Safety.

Family Feedback Form

SJUSD provided Family Feedback to gauge community interest in a potential return to in-person instruction based on the most recent health data for Riverside County as reported through the California Blueprint for a Safer Economy. To better plan for a potential return to in-person instruction as well as provide ongoing support for distance learning. The survey centered on topics about the instructional delivery model of in-person learning, hybrid learning, and/or remote learning.

Educational Services Feedback Form

SJUSD provided an Educational Services Feedback form to staff during the winter break of the 2020-2021 school year. The survey was administered throughout the school district. The purpose of the survey was to engage staff in providing feedback on how supports were being allocated to center around remote learning and instruction. Staff members were asked a variety of questions in regards to the following topics: Support for a focus on literacy, areas of support they found helpful, and areas of support that need further improvement.

Equity in Action Survey

SJUSD provided an Equity in Action survey during the fall of the 2020-2021 school year to staff across the district. The survey asked staff to provide feedback focused on topics and concepts about equitable practices as they relate to professional development opportunities. The survey further engaged staff in regards to the following two questions: 1) What are the hopes and/or apprehensions about the work of equity in SJUSD? 2) What is one PD that you can implement immediately to support the work of equity?

Staff Implementation of Academic Standards Survey (Local Indicator Survey)

SJUSD provided an Implementation of Academic Standards surveys to staff in the Spring of the 2020-2021 school year to measure our progress implementing state academic standards. The survey engaged staff to rate the implementation of the standards across disciplines using a rating scale (lowest

to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

LCAP Staff Survey
SJSUD provided an LCAP Staff Survey in the spring of the 2020-2021 school year to staff. The survey asked staff to provide feedback on topics centering around the district's support for students. The survey engaged staff in the following topics: Adequate Interventions and Supports, College Readiness or Career Pathways, English Language Development Programs, Professional Development for Instruction, Mental Health and Counseling, Equitable Access to Enrichment.

LCAP Labor Association Town Halls
On April 27 & 28, 2021 a virtual town hall session was held for both San Jacinto Teachers Association (SJTA) & California School Employees Association (CSEA) in order to present an overview of the LCAP plan and to solicit feedback from our labor association members. The SJTA Town Hall was held on the 27th of April from 4:00-5:00 p.m. and a CSEA Town Hall was held on the 28th of April from 5:00-6:00 p.m.

Differentiated Assistance Stakeholder Engagement
The San Jacinto Unified School District has been identified as needing Differentiated Assistance to support Students with Disabilities in the areas of English Language Arts, Math and College and Career Readiness. In order to effectively address and support the identified areas of need for Students with Disabilities, the SJUSD Differentiated Assistance Team conducted a root cause analysis to further refine and align district initiatives, including the development of a Multi tiered System of Supports (MTSS) through Professional Learning Communities (PLC). With the ongoing support from Riverside County Office of Education, the Differentiated Assistance Team identified the critical need of ensuring that all teachers developed a deeper understanding of their grade level content standards. Through collaboration with their grade level PLC teams they will identify the most effective strategies to meet the needs of our Students with Disabilities. By narrowing the focus on Teacher Clarity, connected with the ongoing learning of improvement science through the National Center on Education and the Economy Executive Development Program (EDP) and Teaching for Effective Learning (TEL), San Jacinto Unified School District is able to engage in continuous improvement cycles to improve the way deliver Tier I instruction for our students. Through implementation of our district and site plans, we will continue to take the necessary actions to eliminate inequity and to close the achievement gap for Students with Disabilities.

Riverside County SELPA
Collaboration between SJUSD and the Riverside County SELPA is ongoing and systemic. The following dates reflect the collaboration taking place between both parties: October 27-29, 2020 & April 26, 2021

Finally, on May 17, 2021 one final LCAP session was held to present the final draft of the new three-year strategic plan. Community members, parents, administrators and representative from both labor groups were present. Approximately 100 people attended the annual LCAP unveiling meeting. This was an opportunity for final input to be gathered and any last minute suggestions and /or revisions to be made. Participants express sincere gratitude to the District for "listening" and incorporating their input into the LCAP plan.

A summary of the feedback provided by specific stakeholder groups.

There was a tremendous amount of feedback and input received because of the comprehensive outreach to all stakeholders. The input was consolidated and shared with District leadership, including the #SanJacSpeaks Team, School Board of Trustees, Cabinet and Management staff. The input was used to develop the actions in the LCAP for years 2022-2024.

The following are the major themes that persisted throughout all the input sessions:

1. College and Career Readiness (Goal #1)
2. Ongoing Teacher Training for Implementation of Common Core Standards & a Focus on Literacy (Goal #1)
3. Equity Training and Universal Access: •Students with Disabilities •African American Students •Native American Students •Foster Youth Students •Low Socioeconomic Students (Goal #1 & Goal #2)
4. Intervention: Multi Tiered System of Support, both academically and socially (Goal #1 & Goal #2)
5. Support for Tier II & III Student Behavior (Goal #2)
6. Counselor Support (Goal #2)
7. Highly Qualified Staff (Goal #3)
8. Expansion & Training for Support Staff (Goal #3)
9. Parent Involvement & Communication Strategies (Goal #3)
10. Safety (Goal #3)

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

Below is a summary of overarching themes from the specific stakeholder groups. These themes impacted the actions and services that are located within the 2022-2024 LCAP. Each of the themes/concepts listed below are now identifiable somewhere within the three goals:

Parents (PTA, DAC, DELAC, SSC, SPED Parent Advisory, African American Advisory, and Foster Youth Advisory & Latino Parent Advisory) identified the following priorities:
1. Ensure students have access to AG courses, along with the supports to be successful (Goal #1)
2. Intervention and acceleration opportunities (Goal #1 & Goal #2)
3. Improve training for issues of equity and access (Goal #2)
4. Maintain safe learning environments (Goal #2 & Goal #3)
5. Parents receive timely and meaningful communication from schools and the district (Goal #3)
6. Teachers are highly qualified and credentialed in the subjects they teach (Goal #3)
7. Safe, clean and modernized school facilities (Goal #3)

Students identified the following priorities:
1. Support for College and Career Readiness programs (Goal #1)
2. Intervention & Acceleration (Goal #1 & Goal #2)
3. Equitable practices throughout academic and social programs (Goal #1 & Goal 2)

4. Expand counseling support (Goal #1 & Goal #2)

5. Focus on school-wide behavior (Goal #2)

6. School safety (Goal #2 & Goal #3)

7. Safe, clean and modernized school facilities (Goal #3)

Staff Groups identified the following priorities:

1. Support training for effective implementation of ELD strategies (Goal #1)

2. Improve upon existing Career Technical Education pathways (Goal #1)

3. Continue Literacy campaign (Goal #1)

4. Train all staff in equity and access concepts (Goal #1, Goal #2)

5. Support training and implementation of Multitiered System of Support (MTSS) (Goal #1 & Goal #2)

6. Provide support and training for Inclusion to support Students with Disabilities (Goal #1 & Goal #2)

7. Safe, clean and modernized school facilities (Goal #3)

Goals and Actions

Goals

Goal #	Description
Goal 1	#1 Student Achievement Create literate students at each grade level through individualized supports with a focus on proficiency by 3rd grade.

An explanation of why the LEA has developed this goal.

Approximately 70% of our students in grades 1-8 are reading below grade level. Based on this information, we developed the goal of creating literate students at each grade level. Literacy is defined as reading, writing, speaking and thinking critically to make meaning of grade level text by subject area. Creating literate students is essential to increasing pupil achievement on our statewide assessments, specifically for ELA. In order for students to be able to continue to have course access to a broad course of study, teachers need to fully implement the state standards at each grade level with appropriate support for English Learners connected to the English Language Development (ELD) standards. The metrics related to Goal 1 are grouped together because they are interconnected and vital to reaching our goal of increasing literacy at every grade level.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Implementation of State Standards including how EL's will access the CCSS and ELD standards	Data Source: California School Dashboard (Local Indicator Self-Reflection Tool 2019) Standard Met	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain Standard Met
Course Access: Students have access and are enrolled in a broad course of study	Data Source: Aeries A-G enrollment 100% of students have access and are enrolled in a broad course of study	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of students have access and are enrolled in a broad course of study

| Pupil Achievement on Statewide Assessments-ELA | Data Source: California School Dashboard 2019 All Students: 37 points below the standard (orange performance level) English Language Learner: 49.6 points below the standard (yellow performance level) Foster Youth: 50.1 points below the standard (yellow performance level) Homeless: 96.9 points below the standard (red performance level) Socioeconomically Disadvantaged: 80.6 points below the standard (orange performance level) Differently Abled Students: 110.5 points below the standard (red performance level) | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | All Students: 5 points below standard (green performance level) English Language Learner: 5 points below standard (green performance level) Foster Youth: 5 points below standard (green performance level) Homeless: 65 points below standard (yellow performance level) Socioeconomically Disadvantaged: 5 points below standard (green performance level) Differently Abled Students: 70 points below standard (yellow performance level) |

Pupil Achievement on Statewide Assessments-Math	Data Source: California School Dashboard 2019 All Students: 78.2 points below the standard (yellow performance level) English Language Learner: 85.3 points below the standard (yellow performance level) Foster Youth: 50.9 points below the standard (yellow performance level) Homeless: 140.4 points below the standard (red performance level) Socioeconomically Disadvantaged: 41.2 points below the standard (orange performance level) Differently Abled Students: 142.1 points below the standard (red performance level)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All Students: 25 points below standard (green performance level) English Language Learner: 25 points below the standard (green performance level) Foster Youth: 25 points below the standard (green performance level) Homeless: 95 points below the standard (yellow performance level) Socioeconomically Disadvantaged: 25 points below the standard (green performance level) Differently Abled Students: 95 points below the standard (yellow performance level)

Pupil Achievement on Local Assessment - Reading (i-Ready)	Data Source: Schoolzilla 2020 Middle of the Year(MOY) 30% of students are performing at grade level standards English Language Learner: 10.6% Foster Youth: 20.5% Homeless: 17.3% Socioeconomically Disadvantaged: 27.7% Differently Abled Students: 7.4%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All Students: 45% of students are performing at grade level standards English Language Learner: 40.0% Foster Youth: 40.0% Homeless: 40.0% Socioeconomically Disadvantaged: 45.0% Differently Abled Students: 30.0%
Pupil Achievement on Local Assessment - Math (i-Ready)	Data Source: Schoolzilla 2020 Middle of the Year (MOY) All Students: 19% of students are performing at grade level standards English Language Learner: 4.8% Foster Youth: 5.8% Homeless: 10.1% Socioeconomically Disadvantaged: 17.2% Differently Abled Students: 5.0%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All Students: 35% of students are performing at grade level standards English Language Learner: 25.0% Foster Youth: 25.0% Homeless: 30.0% Socioeconomically Disadvantaged: 30.0% Differently Abled Students: 25.0%

Percentage of students college and career ready.	Data Source: California School Dashboard 2020 All Students: 24.9% prepared (orange performance level) English Language Learner: 9.4% prepared (orange performance level) Foster Youth: 15.8% prepared (yellow performance level) Homeless: 11.4% prepared (orange performance level) Socioeconomically Disadvantaged: 23.7% prepared (orange performance level) Differently Abled Students: 1.1% prepared (red performance level)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All Students: 40.0% prepared (green performance level) English Language Learner: 24.0% prepared (yellow performance level) Foster Youth: 35.0% prepared (green performance level) Homeless: 27.2% prepared (yellow performance level) Socioeconomically Disadvantaged: 35.0% prepared (green performance level) Differently Abled Students: 15.0% prepared (yellow performance level)

Percentage of students completing UC/CSU Entrance Requirements (A-G)	Data Source: DataQuest 2019-20 year All Students: 41% completing UC/CSU entrance requirements English Language Learner: 27.2% Foster Youth: 20.0% Homeless: 22.8%% Socioeconomically Disadvantaged: 39.3% Differently Abled Students: 12.1%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All Students: 55% meeting A-G requirements English Language Learner: 35.0% Foster Youth: 30.0% Homeless: 30.0% Socioeconomically Disadvantaged: 50.0% Differently Abled Students: 25.0%
Percentage of EL students making progress on English Proficiency.	Data Source: California School Dashboard 2019 42.5% making progress toward English proficiency	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	55.0% making profess toward English proficiency.
English Langauge Learner (EL) Reclassification Rate	Data Source: DataQuest 2019-20 12.0% of EL students reclassified	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	25.0% EL students reclassified
Percentage of students completing AP exams with a score of 3 or higher.	Data Source: DataQuest 2019-20 32.0% score with a 3 or higher	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	42.0% score with a 3 or higher

Percentage of students meeting EAP-ELA	Data Source: DataQuest 2018-19 All Students: 9.21% of students are ready English Language Learner: 0.0% Homeless: No students in qualifying grade level. Socioeconomically Disadvantaged: 9.5% of students are ready Differently Abled Students: 1.2% of students are ready	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All Students: 20.0% of students are ready English Language Learner: 10.0% Homeless: No students in qualifying grade level. Socioeconomically Disadvantaged: 20.0% of students are ready Differently Abled Students: 10.0% of students are ready
Percentage of students meeting EAP - Math	Data Source: DataQuest 2018-19 All Students: 7.0% of students are ready English Language Learner: 0.0% Homeless: No students in qualifying grade level. Socioeconomically Disadvantaged: 2.1% of students are ready Differently Abled Students: 0.0% of students are ready	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All Students: 14.0% of students are ready English Language Learner: 7.0% Homeless: No students in qualifying grade level. Socioeconomically Disadvantaged: 10.0% of students are ready Differently Abled Students: 7.0% of students are ready

High School Graduation Rate	Data Source: California School Dashboard 2020 All Students: 90.6% (blue performance level) English Language Learner: 82.2% (green performance level) Foster Youth: 65.20% (blue performance level) Homeless: 86.0% (green performance level) Socioeconomically Disadvantaged: 90.1% (blue performance level) Differently Abled Students: 80.0% (orange performance level)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All Students:95.0% (blue performance level) English Language Learner: 91.7% (green performance level) Foster Youth: 100.00% (blue performance level) Homeless: 95.0% (blue performance level) Socioeconomically Disadvantaged: 95.0% (blue performance level) Differently Abled Students: 85.0% (green performance level)
Percentage of students who have completed BOTH UC/CSU Entrance Requirements (A-G) AND completed a CTE program (CTE Completer).	Data Source: CALPADS Report 15.2 and 3.15 All Students: 9.0%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All Students: 35.0%
Percentage of students completing CTE program(s). CTE Completer.	Data Source: CALPADS Report 3.14 All students: 12.0%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All Students: 30%

| Programs and services developed and provided to individuals with exceptional needs. Special needs students enrolled in AP, Honor, and CTE courses. | Data Source: Schoolzilla Course Enrollment Report 2019-20. 10% of special needs students were enrolled in a rigorous course (AP, Honors, CTE). | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 30% of Students with special needs enrolled in a rigorous course (AP, Honors, CTE). |

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Learning Data	Provide additional learning data software to assess students' current achievement levels in Reading, Mathematics and language acquisition level, in both English and Spanish. While data collection is used to monitor the academic progress of all students, specific monitoring of progress will be collected for Students with Disabilities, English Learners, Native Americans, African American, Socioeconomically Disadvantaged and Foster Youth. • iReady (Curriculum Associates) for grades TK – 8 • Exact Path (Edmentum) for grades 9 - 12 • NWEA MAP for Dual Immersion K – 7 • Sandi Fast (SWD) • LAS Links (Data Recognition Corp-DRC) for language acquisition (English Learners) • Schoolzilla (Renaissance Learning), Tableau, Panorama), Aeries Analytics and Illuminate (AA, SWD, Foster & McKinney Vento) • Panorama Survey Software	$947,421.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #2	Standards and Skills Activities and Materials	Provide professional support to classroom teachers focused on deepening their understanding and implementation of their grade level content standards through the following: • Site based push in support to all elementary teachers and all secondary English and Mathematics teachers in the 9 Modules of Teacher Clarity (AA, SWD, EL, Foster Youth and McKinney Vento) • Additional materials and resources to support Dual Language Immersion students to develop biliteracy (EL) *This action addresses the need to improve student achievement in the areas of English Language Arts and math. In the area of ELA the District performed in the orange performance level, and specifically, Homeless and Differently Abled students are performing in RED. Furthermore, English Learners (excluding reclassified English Proficient students) scored 60 points below All Students. In math, English Learners (excluding reclassified English proficient students), Homeless, Differently Abled, African American and Native American student groups are at RED.	$645,000.00	Yes
Action #3	Research Based Strategies and Professional Learning	Provide district wide professional learning to certificated staff, classified support staff and administration to support our priority student groups including, but not limited to, Students with Disabilities, English Learners, African American, Native American, Foster Youth and McKinney Vento through the following: • District wide professional learning on non student days • Administrative support on a quarterly basis at principal meetings • Additional professional resources and materials • A program to track and monitor professional learning for all staff • Provide additional cohorts of teachers for National Institute School Leadership (NISL) in the inquiry- based Teaching for Effective Learning (TEL) • Additional hourly rate for certificated teachers in all subject areas • Additional substitute coverage for certificated teachers in all areas • Additional professional learning through specialized training and conferences	$1,467,257.00	Yes
Action #4	Curriculum	Provide additional resources and materials related to supporting the implementation of the common core state standards for all content areas and for areas related to the California School Dashboard. • Resources and materials to support an articulated TK - Grade 12 mathematics pathway • Resources and materials to support an	$1,590,840.00	Yes

Action #	Title	Description	Total Funds	Contributing
		articulated TK - Grade 12 Reading Language Arts pathway • SIS (Edmentum) Courseware program license to support students grades 9 - 12 with alternative courses, advancement, enrichment and credit recovery (EL, SWD) • Direct support to participate in additional college articulation opportunities including dual and concurrent enrollment classes through Mount San Jacinto Community College (MSJC) (SWD, Homeless & McKinney Vento) • Supplemental equipment and materials to support NGSS standards • Supplemental equipment and materials to support Career Technical Education (CTE) at the secondary level (SWD, Homeless & McKinney Vento) • Equipment, materials and professional development to support Project Lead the Way (PLTW) Biotechnology and Engineering programs at the secondary level • Supplemental equipment, materials, leadership training and conferences for students and staff to support Agricultural programs at the secondary level (SWD, Homeless & McKinney Vento) • Supplemental equipment, materials, professional development, Career Technical Student Organization (CTSO) memberships, student soft-skills training, infrastructure improvements and pathway specific classroom technology upgrades to support Career Technical Education (CTE) programs at the secondary level (SWD, Homeless & McKinney Vento) • Support the International Baccalaureate (IB) Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP) at designated schools • Support Advancement Via Individual Determination (AVID): AA, Native American, SWD, Foster Youth and McKinney Vento • Additional materials that supplement our core adoptions for Tier II and Tier III interventions: AA, Native American, SWD, Foster Youth and McKinney Vento • Additional curriculum to support our Students with Disabilities: (Unique) *This action addresses the need to provide supplemental rigorous and targeted curriculum to improve student performance towards graduation, college/career readiness, as well as achievement in ELA & Math. SJUSD's Differently Abled students are currently performing two performance levels below All Students. In ELA, the district performed in the orange performance level, and specifically, Homeless and Differently Abled student groups are performing in the RED. Furthermore, English Learners (excluding reclassified English Proficient		

Action #	Title	Description	Total Funds	Contributing
		students) scored 60 points below All Students. In math, English Learners (excluding reclassified English proficient students), Homeless, Differently Abled, African American and Native American students are scoring in RED. Finally, SJUSD's College/Career indicator identifies the need to provide supplemental support to our CTE program to ensure equity in course access for Differently Abled, Homeless and McKinney Vento students.		

Action #	Title	Description	Total Funds	Contributing
Action #5	Direct Student Support	Provide the following actions directly supporting students to improve their academic outcomes: • Paper Tutoring for students in grades 4 - 12 • Additional resources and supplies to support the Ready, Set, Read initiative focused on literacy by grade 3 as well as supplemental technology supplies for site libraries • Academic intersession for identified students for credit recovery and intervention • Academic enrichment and support for identified student groups including African American, Native American, English Learners, SWD, and McKinney Vento • Support for academic competitions • All eligible students to take the PSAT/NMSQT in grade 10 and the SAT in grade 11 at no cost • All eligible students to take Advanced Placement exam(s) at no cost • All eligible students to take International Baccalaureate exam(s) at no cost • Support to each school to allow for academic field trips *This action addresses the need to provide direct services to specific student groups in order to increase graduation rates, increase College/Career indicator, as well as increasing achievement in ELA & Math. SJUSD's Differently Abled students are currently performing in ORANGE for graduation rates. In ELA, the district performed in the orange level, and specifically Homeless, McKinney Vento and Differently Abled student groups performed in RED. Furthermore, English Learners (excluding reclassified English Proficient students) scored 60 points below All Students. In math, English Learners (excluding reclassified English proficient students), Homeless, Differently Abled, African American and Native American student groups scored RED. Finally, SJUSD's College/Career indicator identifies the need for progress monitoring for all SJUSD students, as the district performed in the orange performance level. English Learners, Socioeconomically Disadvantaged, and Homeless students are performing at the district trend with an orange performance level, but Differently Abled students are achieving at RED.	$880,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #6	Targeted Academic Support for English Learners	• Expand the use of Rosetta Stone • Provide English 3D resources and additional professional development to support implementation and increase language acquisition for English Learners, with a priority for Long-Term English Learners to reclassify at the secondary level. • Provide EL Program Technician • Provide English Learner certificated support (FTE) X1	$578,305.00	Yes
Action #7	Targeted Academic Support for Students with Disabilities	• Additional secondary site FTE's for the purpose of co-teaching in order to expand inclusion learning opportunities X3 • Provide Special Education Teacher on Special Assignment (TOSA) • Provide an 8 hour special education clerk to support data reviews to ensure that submitted Least Restrictive Environment data is accurate • Provide a special education preschool teacher to staff a "least restrictive environment" inclusive preschool class at one elementary school site • Provide two preschool instructional aides to staff a "least restrictive environment" inclusive preschool class at one elementary school site • Provide a Transition Specialist to increase career outreach for completing students in order to respond to post secondary needs	$686,512.00	No

Action #	Title	Description	Total Funds	Contributing
Action #8	Educational Technology	Provide the following additional educational technology programs to support a blended learning model between teachers and students, support tiered intervention and keep students safe and up to date with their use of technology. • Pear Deck • Typing Club • Gimkit • Listenwise • Nearpod • Accelerate Education • Zearn • Math XL for dual enrollment classes • Learning A-Z • Raz Kids with English Learner support • Alludo for Professional Learning • Powerschool for teacher resources • READ 180 and System 44 for Tier III Intervention • Gaggle to monitor student communication • GoGuardian to assist teachers monitoring students • Additional Chromebooks to support district wide 1:1 *This action addresses the technological needs of students to support their performance towards graduation, college/career readiness, as well as achievement in ELA & Math. Specifically, SJUSD Differently Abled students are currently performing two performance levels below the overall district performance in graduation completion rates. In the area of ELA, the district performed in ORANGE, and specifically, Homeless and Differently Abled student group populations are performing in RED. English Learners (excluding reclassified English Proficient students) scored 60 points below the overall student population. In math, English Learners (excluding reclassified English proficient students), Homeless, Differently Abled, African American and Native American student groups scored RED.	$835,362.00	Yes
Action #9	Support Positions	Provide the following additional staff to support the action items and programs outlined in Goal 1 related to increasing academic achievement outcomes for our students as reported on the California School Dashboard in the areas of English Language Arts, Mathematics, English Learner Progress, College and Career Indicators including Career Technical Education and Implementation of Academic Standards. • Director of CTE and Special Programs (SWD, Homeless & McKinney Vento) • Director of English Learners (EL) • Additional technology staff • English Language Arts Teachers On Special Assignment (TOSA) X2 (African American, Foster Youth & McKinney Vento, English Learners, Native American) • Additional middle school Spanish teachers X3 • Provide BARR Program Coordinator and Counselor to assist with implementation of the program at	$8,749,437.00	Yes

Action #	Title	Description	Total Funds	Contributing
		SJHS(African American, Foster Youth & McKinney Vento, English Learners, Native American • Math Teachers On Special Assignment (TOSA) X2 (African American, Foster Youth & McKinney Vento, English Learners, Native American) • Additional middle school Spanish teachers X4 • Educational Technology Teachers On Special Assignment (TOSA) X2 • Additional Career Technical Education (CTE) staff including those contracted through Riverside County Office of Education (RCOE) (SWD, Homeless & McKinney Vento) • Project Lead The Way (PLTW) teachers (ALL) • Dual Immersion teachers (ALL) • 2 additional FTE per elementary school site to provide academic, social emotional learning, and/or behavior supplemental support: (priority student groups X14 (African American, Foster Youth & McKinney Vento, English Learners, Native American) • Bilingual Instructional Aides (ALL) (EL) • Database Administrator (African American, Foster Youth & McKinney Vento, English Learners, Native American) *This action addresses the need to provide direct support to specific student groups to obtain progress towards graduation, college/career readiness and achievement in ELA & Math. Specifically, SJUSD Differently Abled students are currently performing two performance levels below the overall district performance in graduation completion rates. In the area of ELA, the district performed at ORANGE, and specifically, Homeless and Differently Abled students scored RED. Furthermore, English Learners (excluding reclassified English Proficient students) scored 60 points below the overall student population. In math, English Learners (excluding reclassified English proficient students), Homeless, McKinney Vento, Differently Abled, African American and Native American student groups scored RED. Finally, the SJUSD College/Career indicator for All Students was ORANGE. English Learners, Socioeconomically Disadvantaged, Homeless and McKinney Vento students are performing at the district trend, but Differently Abled students at RED.		

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	#2 - Student Engagement Create student engagement by embracing diversity and providing equitable access.

An explanation of why the LEA has developed this goal.

The Student Engagement goal was created to align with the California State Public School Accountability model and the California Dashboard. The goal includes metric outcome data and actions to support suspension and expulsion rates, chronic absenteeism, dropout rates, and specific programs and services targeted for unduplicated students in grades 3-12. The Student Engagement goal is also closely aligned with our local Board of Trustees priority to embrace diversity and provide equitable access for all students.

Measuring and Reporting Results

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

Programs and services developed and provided to unduplicated students grades 3-5	Data Source: Panorama Student Social Emotional Learning Survey 2020-2021 67% of students in grades 3-5 responded favorably having a sense of belonging at school	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	85% of students in grades 3-5 responded favorably having a sense of belonging at school
Programs and services developed and provided to unduplicated students grades 6-12	Data Source: Panorama Student Social Emotional Learning Survey 2020-2021 37% of students in grades 6-12 responded favorably having a sense of belonging at school	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	85% of students in grades 6-12 responded favorably having a sense of belonging at school

| Suspension Rates | Data Source: California School Dashboard 2019 All Students: 3.5% suspended at least once (orange performance level) English Langauge Learner: 2.3% suspended at least once (yellow performance level) Foster Youth: 8.1% suspended at least once (red performance level) Homeless: 7.3% suspended at least once (red performance level) Differently Abled: 7.1% suspended at least once (orange performance level) | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | All Students: 2.6% suspended at least once (green performance level) English Langauge Learner: 1.0% suspended at least once (blue performance level) Foster Youth: 4.5% suspended at least once (green performance level) Homeless: 4.5% suspended at least once (green performance level) Socioeconomically Disadvantaged: 2.8% suspended at least once (green performance level) Differently Abled: 4.5% suspended at least once (green performance level) |

Expulsion Rates	Data Source: DataQuest 2019-20 All students: 0.05% English Langauge Learner: 0.0% Foster Youth: 0.58% Homeless: 0.0% Socioeconomically Disadvantaged: 0.06% Differently Abled: 0.06%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All students: 0.0% English Langauge Learner: 0.0% Foster Youth: 0.0% Homeless: 0.0% Socioeconomically Disadvantaged: 0.0% Differently Abled: 0.0%

Chronic Absenteeism	Data Source: California School Dashboard 2019 All Students: 10.3% of students chronically absent (yellow performance level) English Langauge Learner: 7.3% of students chronically absent (yellow performance level) Foster Youth: 13.1% of students chronically absent (orange performance level) Homeless: 36.1% of students chronically absent (orange performance level) Socioeconomically Disadvantaged: 10.7% of students chronically absent (yellow performance level) Differently Abled: 14.7% of students chronically absent (orange performance level)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	8.8% of students chronically absent (green performance level) English Langauge Learner: 5.8% of students chronically absent (green performance level) Foster Youth: 10.0% of students chronically absent (green performance level) Homeless: 18.7% of students chronically absent (yellowperformance level) Socioeconomically Disadvantaged: % of students chronically absent (green performance level) Differently Abled: 10.0% of students chronically absent (green performance level)

High School Dropout Rate	Data Source: DataQuest 2019-20 All Students:3.1% English Langauge Learner: 4.3% Foster Youth: 14.8% Homeless: 7.1% Socioeconomically Disadvantaged: 3.3% Differently Abled: 6.4%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All Students: 2.1% English Langauge Learner: 3.0% Foster Youth: 7.0% Homeless: 3.5% Socioeconomically Disadvantaged: 2.1% Differently Abled: 3.0%
Middle School Dropout Rates	Data Source: CALPADS Report 1.12 2019-20 All Students: 0.0007	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All Students: 0.0%
School Attendance Rates	Data Source: Schoolzilla 2019-20 Attendance Report All Students: 95.6% English Langauge Learner: 96.3% Foster Youth: 95.9% Homeless: 94.3% Socioeconomically Disadvantaged: 95.6% Differently Abled: 94.2%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All Students: 98.0% English Langauge Learner: 98.0% Foster Youth:98.0% Homeless: 97.0% Socioeconomically Disadvantage 97.0% Differntly Abled Students: 97.0%

Actions

Action #	Title	Description	Total Funds	Contributing

Action #	Title	Description	Total Funds	Contributing
Action #1	Provide MTSS Social-Emotional Learning Activities	• Provide SEL professional development for staff • Provide SEL curriculum (Second Step & Character Strong) • Provide Care Solace contract for community outreach • Provide Positive Behavior Intervention Support (PBIS) Teachers on Special Assignment (TOSA) X2 • Support Leader in Me program at 1 elementary site *This action item addresses the need to support students throughout SJUSD with targeted MTSS Social Emotional Learning activities: Tier 1- All SJUSD students, Tier 2 & Tier 3-African American, Differently Abled, and Native American student groups	$433,583.00	Yes
Action #2	MTSS Tiered Student Behavior Support	• Provide Student Success Room (SSR) Teachers (Tier 2) X 3 • Provide Academic, Social, Emotional Development (ASED) Room Teachers (Tier 3) X2. • Provide mental health support contract for TIER 3 therapy in ASED classrooms (CASA). • Provide professional development for behavior support (Akoben & Sprague) • Provide family engagement consultation & Coaching (Listen Ed) *This action item addresses the need to support students throughout SJUSD with targeted MTSS Student Behavior Support: Tier 1- All SJUSD students, Tier 2 & Tier 3-African American, Differently Abled, and Native American student groups	$748,061.00	Yes
Action #3	Equity & Access	• Provide Director of Equity X 1 • Secretary 1 for Director of Equity X 1 • Extra Duty Pay for Equity Task Force members • Travel and Conference • Consultants for Cultural Proficiency training and support • Professional Development Opportunities • Guest Speakers	$366,326.00	Yes
Action #4	Foster Youth & McKinney Vento Enrichment & Engagement	Provide Foster Youth & Homeless School Supplies, Fieldtrips, Extra-Curricular Activities, and Tutoring	$23,000.00	Yes
Action #5	African American Enrichment & Engagement	• Black history month school-wide events • HBCU fairs • Cultural enrichment intersession activities	$51,000.00	No

Action #	Title	Description	Total Funds	Contributing
Action #6	Student Mentoring Services	Provide mentoring services for targeted elementary and secondary sites: • Mind, Body & Soul (elementary & secondary) • Rise Above (elementary) *This action item addresses the need to support specific Tier 2 & Tier 3 student groups with mentoring services, to provide academic, social-emotional and behavioral strategies: Tier 2 & Tier 3 - Low Income, Foster Youth, Homeless, African American, Differently Abled, and Native American	$75,000.00	Yes
Action #7	Attendance Support	• Provide Attendance Specialists X 3 • Provide Attention2Attendance contract • Provide Districtwide incentives and awards *This action item addresses the need to support specific Tier 2 & Tier 3 student groups in the area of chronic absenteeism: Tier 2 & Tier 3- Native American, Foster Youth & McKinney Vento	$301,946.00	Yes
Action #8	Music Opportunities	• Provide elementary Music Teachers X 7 • Provide music curriculum, repair and new equipment • Provide mariachi music program (extended hours) • Provide orchestra strings program (extended hours)	$945,089.00	Yes
Action #9	Elementary Physical Education Opportunities	• Provide elementary Physical Education Teachers X 7	$776,805.00	Yes
Action #10	Districtwide ASCA Counseling Program	• Provide elementary and secondary counselors X 11 • Provide classified clerical staff for SJHS Counseling Center X 1 *This action item addresses the need to provide comprehensive counseling support throughout SJUSD: Tier 1- All SJUSD students, Tier 2 & Tier 3-English Learners, African American, Differently Abled, Foster Youth, McKinney Vento and Native American	$1,166,412.00	Yes
Action #11	Mental Health Multi-tiered System of Support	• Provide Behavior Specialists X 2 • Provide Mental Health Psychologist X 3 • Provide Educational Therapists X 7 • Provide Mental Health Instructional Aides X 2 *This action item addresses the need to provide mental health support throughout SJUSD: Tier 1- All SJUSD students, Tier 2 & Tier 3-English Learners, African American, Differently Abled, Foster Youth, McKinney Vento and Native American	$1,656,171.00	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	#3 Conditions For Learning Create safe and inclusive learning environments through high quality staff, facilities, and community outreach.

An explanation of why the LEA has developed this goal.

The Conditions of Learning goal was created to align with the California State Public School Accountability model and the California Dashboard. The goal includes metric outcome data and actions to support Basic Services, Parent and Family Engagement and an annual Local Climate Survey. The Conditions of Learning goal is also closely aligned with our local Board of Trustees priority to create safe and inclusive learning environments through high quality staff, facilities, and community outreach.

All of the actions and metrics listed in Goal 3 will help achieve the goal. Beginning with the action for highly trained staff and the associated metric for full credentialed teachers, the action and related metric is specifically targeted to improve recruitment and retention of our educators. The action and related metric for 100% access to standards-aligned instructional materials for every student provides the resources at the District and school site level to meet the target and ensure the goal is met.   Similarly, the action and related metric for facilities reflects the goal of safe and inclusive high quality facilities for our students and the community by investing in positions, classroom upgrades, and improvements to elevate campus culture. Finally, our parent engagement

action specifically addresses our goal of diligent and comprehensive community outreach including enrollment center and student support staff. The action also includes the construction of a brand new parent center that will further our connection to students and families with direct services in support of the overall goal.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Efforts to seek parent input in decision making	Data Source: Panorama Family Survey 2020-2021 54% of family members feel schools value their opinion	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	90% of family members feel schools value their opinion
Promote parental participation in programs for unduplicated students	Data Source: Panorama Family Survey 2020-2021 77% of family members have been asked to volunteer at school	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	90% of family members have been asked to volunteer at school
Promote parental participation in programs for individuals with exceptional needs	Data Source: Panorama Family Survey 2020-2021 90% of family members responded favorably that the school provides them with information about programs and resources.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	95% of family members responded favorably that the school provides them with information about programs and resources

Teachers: fully credentialed and appropriately assigned	Data Source: Cal-SASS 100% of teachers fully credentialed and appropriately assigned	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of teachers fully credentialed and appropriately assigned
Standards-aligned instructional materials for every student	Data Source: Williams Inspection Report. 100% standards-aligned instructional materials for every student.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% standards-aligned instructional materials for every students
School facilities in "good repair" per CDE's Facility Inspection Tool (FIT)	Data Source: FIT Report 100% "good repair" on all FIT inspections	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% "good repair" on all FIT inspections

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Parent & Family Engagement	• Provide Parent Liaisons, Foster Youth and Native American Family Liaisons & Parent Engagement Specialists (ALL) • Provide Zoom Licensing for parent advisory meetings • Provide Districtwide Enrollment Center Staff: Enrollment Center Secretary (8 hour) X1, Enrollment Center Coordinator X1, Enrollment Technicians X2, • Provide new Parent Center Construction Funding • Provide Student Support Secretary X1 *This action item addresses the need to improve internal metrics related to parent satisfaction: seeking parent input, parental participation in programs supporting all students, but specifically Differently Abled students, English Learners, Foster Youth, Homeless, Low Income & Native American students.	$5,298,082.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #2	Basic Services: Highly Trained Staff	• Provide Center for Teacher Innovation (CTI) Teacher on Special Assignment X3 • Provide Elementary Assistant Principals (ALL) • Provide Dean of Students X3 • Provide Nurses X6 • Provide Public Information Officer *This action item addresses the need to maintain 100% credentialed and appropriately assigned teachers, as well as provide highly trained staff in order to support student achievement throughout the district, but specifically for Differently Abled students, English Learners, Foster Youth, Homeless, Low Income & Native American students.	$2,467,511.00	Yes
Action #3	Basic Services: Access to Instructional Materials	• Provide District Librarian • Provide Library Media Technicians (ALL) *This action item addresses the need to improve student achievement by providing standards-based aligned instructional materials for all students, but specifically to support Differently Abled students, English Learners, Foster Youth, Homeless, Low Income & Native American students.	$1,020,608.00	Yes
Action #4	Basic Services: Facilities	• Provide Classroom Leases • Provide Pool Loan • Provide CTE Grant Matching Funds for Metal Fabrication Facility • Provide Assistant Facilities and Operations Director • Provide Facilities Project Manager *This action item addresses the need to provide high quality facilities for all students throughout SJUSD, but additionally support Differently Abled students, English Learners, Foster Youth, Homeless, Low Income & Native American students.	$1,526,560.00	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]

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
32.66%	$28,517,914.00

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.

San Jacinto Unified School District's unduplicated students (Foster Youth, English Learners and Low Income) will have increased and improved services in the amount of 32.66% in the following manner:

Goal #1:

Action #1-Homeless and Foster Youth students scored at the RED performance level in ELA and English Learners scored 60 points below the overall student population. In math, Homeless, Foster Youth and English Learners scored at the RED performance level. These students are performing two levels below the SJUSD overall student performance level. Furthermore, English Learners, Low Income, Foster Youth and Homeless students are performing at the district trend with an ORANGE performance level for the College and Career indicator. This action item addresses the need for SJUSD to provide a variety of learning data platforms to assess students' current achievement levels in Reading, Math, Language Acquisition and College and Career readiness. This is an effective action item because it allows SJUSD to monitor academic progress of these high need student groups. By monitoring Homeless, Foster Youth, Low Income, and English Learner student data points, along with yearlong progress monitoring, these student groups will increase their performance levels on future academic performance indicators (ELA, Math, CCR), minimally moving these students out of the RED and ORANGE performance levels, to YELLOW and GREEN performance status.

Action #2 & Action #3 - Homeless and Foster Youth students scored at the RED performance level in ELA and English Learners scored 60 points below the overall student population. In math, Homeless, Foster Youth and English Learners scored at the RED performance level. These students are performing two levels below the SJUSD overall student performance level. Furthermore, English Learners, Low Income, Foster Youth and Homeless students are performing at the district trend with an ORANGE performance level for the College and Career indicator. This action item addresses the need to improve these students' academic achievement in the areas of ELA and Math by providing professional development to educators. Implementing research based strategies, standards and skills activities and materials, helps educators deepen their understanding and implementation of their grade level content standards. These are effective action items because they afford educators the opportunity to develop their skills at differentiating instructional delivery models, which allows for teachers to better address the needs of these specific student groups. By providing high quality instructional practices and materials, Homeless, Foster Youth, Low Income, and English Learner students will increase their academic performance levels on future performance indicators (ELA, Math, CCR), moving these students out of the RED and ORANGE performance levels and minimally moving to YELLOW and GREEN performance status.

Action #4 - Homeless and Foster Youth students scored at the RED performance level in ELA and English Learners scored 60 points below the overall student population. In math, Homeless, Foster Youth and English Learners scored at the RED performance level. These students are performing two levels below the SJUSD overall student performance level. Furthermore, English Learners, Low Income, Foster Youth and Homeless students are performing at the district trend with an ORANGE performance level for the College and Career indicator. This action provides supplemental programs and resources to these students for the purpose of enrichment, remediation and career exploration. Programs and resources are, but not limited to, Career Technical Education classes and pathways, community college partnerships, supplemental NGSS equipment, International Baccalaureate (IB) and AVID opportunities. By providing supplemental programs and resources to Homeless, Foster Youth, Low Income, and English Learner students, they are exposed to additional instructional and/or learning opportunities and provides them with supplemental opportunities to increase their academic performance levels on future performance indicators (ELA, Math, CCR), moving these students out of the RED and ORANGE performance levels and minimally moving to YELLOW and GREEN performance status.

Action #5 - Homeless and Foster Youth students scored at the RED performance level in ELA and English Learners scored 60 points below the overall student population. In math, Homeless, Foster Youth and English Learners scored at the RED performance level. These students are performing two levels below the SJUSD overall student performance level. Furthermore, English Learners, Low Income, Foster Youth and Homeless students are performing at the district trend with an ORANGE performance level for the College and Career indicator. By providing activities such as, but not limited to, additional tutoring opportunities, additional literacy resources, academic intersessions for the purpose of intervention, enrichment, and educational technology, these student groups are receiving additional opportunities to accelerate their learning. As a result, they will also increase their opportunities to improve academic performance levels on future performance indicators (ELA, Math, CCR), moving these students out of the RED and ORANGE performance levels and minimally moving to YELLOW and GREEN performance status.

Action #6 - In English Language Arts, English Learners scored 60 points below the overall student population. In math, English Learners scored at the RED performance level and performing two performance levels below the overall student population. Furthermore, English Learners are scoring at the ORANGE performance level for the College & Career indicator. To address the needs of English Learners, SJUSD is providing Rosetta Stone and English 3D curriculum, funding an EL Program Technician to monitor LTEL data and reclassification process, and a specialty EL teacher. By providing these specific actions for English Learner students, they will increase their performance levels they will have elevated opportunities to interact with English Language Development strategies and participate in a methodical and systematic monitoring and assessing program. This in turn will increase their future academic performance indicators (ELA, Math,CCR), moving out of the RED and ORANGE performance levels and minimally moving to YELLOW and GREEN performance status.

Action #8. Homeless and Foster Youth students scored at the RED performance level in ELA and English Learners scored 60 points below the overall student population. In math, Homeless, Foster Youth and English Learners scored at the RED performance level. These students are performing two levels below the SJUSD overall student performance level. Furthermore, English Learners, Low Income, Foster Youth and Homeless students are performing at the district trend with an ORANGE performance level for the College and Career indicator. This action provides these unduplicated student groups with a blended learning model between teachers and students, and supports their tiered intervention. Furthermore, it keeps these student groups safe and up to date with their use of 21st century strategies and skills. By providing these educational technology opportunities to these student groups, they are better prepared to learn in a safe and technologically advanced instructional environment, allowing them to increase rigor throughout their instructional program. This will increase their academic performance levels on future performance indicators (ELA, Math, CCR), moving out of the RED and ORANGE performance levels and minimally moving to YELLOW and GREEN performance status.

Action #9- Homeless and Foster Youth students scored at the RED performance level in ELA and English Learners scored 60 points below the overall student population. In math, Homeless, Foster Youth and English Learners scored at the RED performance level. These students are performing two levels below the SJUSD overall student performance level. Furthermore, English Learners, Low Income, Foster Youth and Homeless students are performing at the district trend with an ORANGE performance level for the College and Career indicator. This action item continues to address the need to provide direct support to Foster Youth, English Learners and Low-income students through additional staffing. These additional support positions include, but are not limited to, two additional certificated support positions at each elementary site to address these students' specific academic needs in a multi-tiered system of academic support, a BARR program at San Jacinto High School, and Bilingual Instructional Aides throughout our district in our English Learner classrooms. By providing additional and direct support to these specific student groups, they receive additional opportunities to learn content standards and master their grade-level concepts. This will increase their academic performance levels on future performance indicators (ELA, Math, CCR), moving out of the RED and ORANGE performance levels and minimally moving to YELLOW and GREEN performance status.

Goal #2:
Action #1, #2 & #11 - Foster Youth and Homeless students scored below the district trend for chronic absenteeism with a performance level of ORANGE. Furthermore, they scored at the RED performance level for the suspension indicator. Also on a local school climate indicator, only 58% of SJUSD students (inclusive of Foster Youth, Homeless, Low Income, and English Learners) stated they believed their teachers to be excited about teaching their classes. To address these identified needs centering on student engagement, SJUSD created these three action items to provide tiered support in the areas of social-emotional learning, behavior, and positive mental health strategies. These action items provide direct services to these students and their families and provide alternatives to suspension, proactive behavioral and mental health approaches, and a variety of family engagement strategies. By addressing these specific student engagement needs through a multi-tiered system of support, Foster Youth and Homeless students will be more engaged with their educational program and decrease their chronic absenteeism rate minimally from orange to yellow. Additionally, Foster Youth and Homeless students can reduce suspensions and

minimally move from the RED performance level to ORANGE or YELLOW. Finally, local climate survey indicators will determine an increase in students believing their teachers are excited about teaching their classes.

Action #3 - Foster Youth and Homeless students scored below the district trend for chronic absenteeism with a performance level of ORANGE. Furthermore, they scored at the RED performance level for the suspension indicator. Also on a local school climate indicator, only 58% of SJUSD students (inclusive of Foster Youth, Homeless, Low Income, and English Learners) stated they believed their teachers to be excited about teaching their classes. This action item will address these identified needs by focusing on equitable practices throughout the organization and ensuring these specific student groups have access to a high quality instructional program that engages them with their learning environment. SJUSD will provide a Director of Equity to evaluate and monitor this work and to coordinate and provide professional development opportunities for all educators. As Foster Youth, Homeless and Low Income students are immersed into an equitable educational environment, one that plans for and supports access to rigorous and high-quality experiences, Foster Youth and Homeless students will be more engaged with their educational program and decrease their chronic absenteeism rate minimally from orange to yellow. Additionally, Foster Youth and Homeless students can reduce suspensions and minimally move from the RED performance level to ORANGE or YELLOW. Finally, local climate survey indicators will determine an increase in students believing their teachers are excited about teaching their classes.

Action #4 - Foster Youth and Homeless students scored below the district trend for chronic absenteeism with a performance level of ORANGE. Furthermore, they scored at the RED performance level for the suspension indicator. Also on a local school climate indicator, only 58% of SJUSD students (inclusive of Foster Youth) stated they believed their teachers to be excited about teaching their classes. This action item addresses the specific needs of Foster Youth and Homeless students by providing supplemental materials, resources, and educational experiences to them. These supplemental services are, but not limited to, school supplies, educational fieldtrips, extra-curricular activities and tutoring. When Foster Youth and Homeless students are provided supplemental enrichment opportunities such as these, they are more likely to be engaged with their educational program and decrease their chronic absenteeism rate minimally from orange to yellow. Additionally, Foster Youth and Homeless students can reduce suspensions and minimally move from the RED performance level to ORANGE or YELLOW. Finally, local climate survey indicators will determine an increase in students believing their teachers are excited about teaching their classes.

Action #6 - Foster Youth and Homeless students scored below the district trend for chronic absenteeism with a performance level of ORANGE. Furthermore, they scored at the RED performance level for the suspension indicator. Also on a local school climate indicator, only 58% of SJUSD students (inclusive of Foster Youth & Low Income) stated they believed their teachers to be excited about teaching their classes. This action provides mentoring services to students who fall within these identified student groups. Foster Youth, Homeless and Low Income students who have positive role models in their lives, to support their overall school engagement, have the opportunity to decrease their chronic absenteeism rate minimally from orange to yellow. Additionally, Foster Youth and Homeless students can reduce suspensions and minimally move from the RED performance level to ORANGE or YELLOW. Finally, local climate survey indicators will determine an increase in students believing their teachers are excited about teaching their classes.

Action #7- Foster Youth and Homeless students scored below the district trend for chronic absenteeism with a performance level of ORANGE. This action addresses the need to monitor Foster Youth, Homeless students' attendance patterns. As these student groups are identified as needing additional support, SJUSD will provide attendance staffing and resources, along with student incentives to help these identified student groups attend school on a regular basis. As Foster Youth and Homeless students better engage with their educational experiences and opportunities, their chronic absenteeism rates will decrease minimally from ORANGE to YELLOW.

Actions #8 & #9- Foster Youth and Homeless students scored below the district trend for chronic absenteeism with a performance level of ORANGE. Furthermore, they scored at the RED performance level for the suspension indicator. To address these identified needs, SJUSD has created two action items that will provide elementary Foster Youth and Homeless students with music and physical education enrichment opportunities. As students are provided with

these enrichment opportunities, at the elementary level, their engagement and connectedness to school will improve, causing the Foster Youth and Homeless chronic absenteeism and suspension indicators to minimally reduce from RED and ORANGE, to ORANGE and YELLOW.

Action #10 - Foster Youth and Homeless students scored below the district trend for chronic absenteeism with a performance level of ORANGE. Furthermore, they scored at the RED performance level for the suspension indicator. This action item supports a TK-12 comprehensive ASCA Model counseling program throughout SJUSD. Elementary and secondary counselors provide a multi-tiered system of support to Foster Youth and Homeless students by addressing their social-emotional and behavioral needs. This support leads to improved engagement with their school experiences. As Foster Youth and Homeless students improve their engagement with their educational programs, their chronic absenteeism and suspension rates will decrease minimally from RED and ORANGE, to ORANGE and YELLOW.

Goal #3:
Action #1 - The parents of Foster Youth, Homeless, Low Income, and English Learner students participated in a local climate survey asking them how concerned they were about their child's relationship with adults at school. Only 69% of these families submitted a positive score. Furthermore, only 41% of these families stated they were satisfied with the way learning is structured for their child. This action item addresses the need to engage and collaborate with parents throughout SJUSD. This will be accomplished through supporting a districtwide family liaison staffing initiative, providing a community engagement specialist, and providing additional parent and community outreach to the families of Foster Youth and Homeless students with the staffing of a Foster Youth and Homeless family liaison. Furthermore, funding a districtwide Zoom software license will allow parents another choice for engaging with the school district when in-person opportunities are not feasible. Finally, SJUSD will support a fully staffed enrollment and parent center to provide families with extraordinary customer service and enhance communication protocols. Supporting and expanding parent and community engagement opportunities and allowing parents to have a voice in their children's education will increase their overall satisfaction and ultimately, increase the SJUSD parent survey indicators.

Action #2 - The parents of Foster Youth, Homeless, Low Income, and English Learner students participated in a local climate survey asking them how concerned they were about their child's relationship with adults at school. Only 69% of these families submitted a positive score. Furthermore, only 41% of these families stated they were satisfied with the way learning is structured for their child. Creating an action item that addresses highly qualified and well-trained teachers and support staff is a critical component to students and parents feeling satisfied with their student and adult relationships at school. It is also critical to a parent's satisfaction with his/her child's overall learning environment. As SJUSD continues to recruit and then support new teachers with Center for Teacher Innovation (CTI) teachers on special assignment, and provide full-time assistant principals and Dean of Students at each school site, creating and maintaining a highly trained staff throughout the district becomes a reality. Furthermore, students' safety is improved with highly qualified nurses. When Foster Youth, Homeless, Low Income and English Learner students interact with highly qualified and highly trained staff, relationships mature and strengthen and school engagement improves. This will lead to an increase in parents' overall satisfaction with their children's education and will be measured on future parent survey indicators.

Action #3 - The parents of Foster Youth, Homeless, Low Income, and English Learner students participated in a local climate survey asking them how satisfied they were with the way learning is structured for their child. Only 41% of these families submitted a positive score. This action item ensures these specific student groups have access to standards aligned instructional materials throughout their instructional program. Having high-quality instructional materials that are relevant and aligned to the Common Core State Standards will help to improve these students' overall learning environment. As the learning environment improves, so will parent satisfaction with their children's learning opportunities. This will lead to an increase in parent satisfaction survey indicators.

Action items that are continuing from the previous 3-year LCAP cycle are as follows:

Goal #1

Goal #1 action items carried over from the previous 3-year LCAP cycle were deemed effective due to SJUSD's overall student graduation rate scoring at the Green performance level. Furthermore, Foster Youth and Socioeconomically Disadvantage students scored in the blue performance level for ELA and Math. Additionally, English Learners and Homeless students continue to achieve in the green performance level. SJUSD's English Learner, Foster Youth, and Socioeconomically Disadvantaged student groups showed continuous improvement in moving from the orange performance level to the yellow performance level. The Mathematics indicator was another area of identified improvement for SJUSD students. Students exhibited continuous improvement moving from the orange to the yellow performance level. English Learner, Foster Youth, and Socioeconomically Disadvantaged students continue to perform at or above the district trend as each group also performed within the yellow performance level. SJUSD's Foster Youth population performed above the district trend and all other student groups for the College/Career Indicator as reported on the CA Dashboard. The student group performed at the yellow performance level.
SJUSD's English Learners (inclusive of reclassified English Learners within 4 years), Foster Youth, and Socioeconomically Disadvantaged student groups show growth on the English Language Arts indicator as reported by the CA Dashboard. Students identified in these student groups showed continuous improvement in moving from the orange performance level to the yellow performance level. The Mathematics Indicator was another area of identified improvement for SJUSD students. Students exhibited continuous improvement moving from the orange to the yellow performance level as reported by the CA Dashboard. Students identified in the English Learners (inclusive of reclassified English Learners within 4 years), Foster Youth, and Socioeconomically Disadvantaged groups continue to perform at or above the district trend as each group also performed within the yellow performance level.

*Learning Data Platforms-iReady, Exact Path, Renaissance learning, Tableau, Panorama, Aeries Analytics and Illuminate
*Professional Learning-Corwin contract & extra duty pay
*Standards-Based instructional materials-PLTW, CTE, specialized training (AVID, IB, DI, etc.)
*Direct Student Support-academic intersessions, academic enrichment, academic competitions, no cost exams,
*Targeted English Learners-Rosetta Stone, English 3D
*Targeted Students with Disabilities-inclusion model through extra secondary FTEs, SPED TOSA
*Educational Technology-software, Chromebooks
*Support Positions-Director CTE, ELA TOSA, Math TOSA, Middle School Spanish teachers, BARR, CTE Teachers

Goal #2

Goal #2 action items carried over from the previous 3-year LCAP cycle were deemed effective due to SJUSDs Chronic Absenteeism indicator reflecting continuous improvement. The overall student population showed growth in this area moving from the orange to the yellow performance level. English Learner and Socioeconomically Disadvantaged students continue to perform at or above the district trend; both student groups are in the yellow performance level. Furthermore, SJUSD's English Learners exceeded the district trend for the Suspension indicator. The student group achieved the yellow performance level, which surpasses the district's orange performance level. Finally, SJUSD continues to embrace the implementation and use of restorative practices, which is evident by our 0.05% expulsion rate.
*Social-Emotional Learning MTSS Support-professional development, curriculum, outside agency contracts
*Student behavior MTSS Support-Tier 2 & 3 classrooms, outside agency contracts, professional development,
*Equity & Access-professional development
*Foster Youth & McKinney Vento-supplies, fieldtrips, extracurricular activities
*African American Enrichment-cultural enrichment sessions, HBCU fairs
*Student Mentoring-Mind, Body, Soul

*Attendance Support-Attendance Specialists, software, districtwide incentives and awards

*Music Opportunities-elementary music teachers, curriculum, equipment, mariachi and orchestra programs

*ASCA Counseling Program-districtwide counselors, clerical support

*Mental Health Support-behavioral specialists, mental health psychologist, educational therapists, instructional aides

Goal #3

Goal #3 action items carried over from the previous 3-year LCAP cycle were deemed effective due to SJUSD continues to ensure 100% of teachers are fully credentialed and appropriately assigned. Furthermore, SJUSD provides 100% standards-aligned instructional materials for all students. Additionally, SJUSD continues to receive 100% "good repair" on all FIT inspections. This translates into safer and cleaner schools for students. Finally, Teacher-Student relationships for grades 3-5, based on SJUSD's local administration of the Panorama Student Social Emotional Learning survey, indicated 89% of students submitted a positive marking for this topic.

* Parent & Family Engagement-liaisons, community engagement specialist

*Highly Trained Staff-CTI TOSA, elementary assistant principals, deans, nurses, public information officer

*Access to Instructional Materials-district librarian, library media technicians

*Facilities-assistant facilities & operations director, facilities project manager

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

Increased and improved services for SJUSD foster youth, English learners, and low-income students equates to 32.66% for the budget.

Goal #1 -Homeless and Foster Youth students scored at the RED performance level in ELA and English Learners scored 60 points below the overall student population. In math, Homeless, Foster Youth and English Learners scored at the RED performance level. These students are performing two levels below the SJUSD overall student performance level. Furthermore, English Learners, Low Income, Foster Youth and Homeless students are performing at the district trend with an ORANGE performance level for the College and Career indicator. SJUSD is supporting Foster Youth, English Learners, and Low-Income students, and increasing and improving services by providing learning data such as: i-Ready, Exact Path, NWEA MAP, Sandi Fast, LAS Links, and Schoolzilla.

SJUSD is providing standards and skills activities and materials such as site-based push in professional development to support elementary teachers and secondary English and Math teachers.

Additional materials and resources to support Dual Language Immersion students is available as well. District-wide professional learning, centered on research-based strategies is provided to certificated, classified and management staff. This includes specific non-student days, principal quarterly meetings, participation in National School Leadership Institute (NISL) and Teaching for Effective Learning (TEL). Staff is provided with additional hourly pay and substitute coverage as needed. Resources and materials to support an articulated TK-12 mathematics pathway and TK-12 Reading Language Arts pathway are provided. SIS Courseware program licensing to support students' grades with alternative courses, advancement, enrichment and credit recovery is available. Direct support to participate in additional college articulation opportunities, including dual and concurrent enrollment classes through Mount San Jacinto Community College are provided. Also available are supplemental equipment and materials to support NGSS standards, supplemental equipment and materials to support Career Technical Education (CTE), equipment, materials and professional development to support Project Lead the Way (PLTW) programs at the secondary level, supplemental equipment, materials, leadership training and conferences for students and staff to support Agricultural programs at the secondary level. Career Technical Student Organization (CTSO) memberships, student soft-skills training are available. Infrastructure improvements and pathway specific classroom technology upgrades to support Career Technical Education (CTE) programs at the secondary level, International Baccalaureate (IB) Primary Years

Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP) at designated schools, Advancement Via Individual Determination (AVID), and additional materials that supplement our core adoptions for Tier II and Tier III interventions are provided. Also provided are Paper Tutoring for students in grades 4 – 12, additional resources and supplies to support the Ready, Set, Read initiative focused on literacy by grade 3 as well as supplemental technology supplies for site libraries, academic intersession for identified students for credit recovery and intervention, academic enrichment, support for academic competitions, application fees for PSAT/NMSQT, SAT, Advanced Placement, International Baccalaureate, and support to each school to allow for academic field trips. Targeted support for English Learners will specifically include the expansion of Rosetta Stone, English 3D, a new EL Program Technician, and 1 certificated position to provide EL Support. Educational Technology will be provided such as Pear Deck, Typing Club, Gimkit, Listenwise, Nearpod, Accelerate Education, Zearn, Math XL for dual enrollment classes, Learning A-Z, Raz Kids with English Learner support, Alludo for Professional Learning, Powerschool for teacher resources, READ 180 and System 44 for Tier III Intervention, Gaggle to monitor student communication, GoGuardian to assist teachers monitoring students and additional Chromebooks to support district wide 1:1.

Finally, a variety of support positions are provided such as Director of CTE, Director of English Learners, additional technology staff, two English Language Arts Teachers On Special Assignment (TOSA), four additional middle school Spanish teachers, BARR Program Coordinator and Counselor to assist with implementation of the program at SJHS, two Math Teachers On Special Assignment (TOSA), two Educational Technology Teachers On Special Assignment (TOSA), additional Career Technical Education (CTE) staff, including those contracted through Riverside County Office of Education (RCOE), Project Lead The Way (PLTW) teachers, Dual Immersion teachers, two additional certificated positions per elementary school site to provide academic, social emotional learning, and/or behavior supplemental support, Bilingual Instructional Aides, and a Database Administrator.

These action items found in Goal #1 are increasing and improving services for Homeless, Foster Youth, Low Income, and English Learner students and were created for the purpose of increasing these students' academic performance indicators for English Language Arts, Math and College & Career readiness indicators. These students will minimally move from RED and ORANGE performance levels, to YELLOW and GREEN performance status.

Goal #2: Foster Youth and Homeless students scored below the district trend for chronic absenteeism with a performance level of ORANGE. Furthermore, they scored at the RED performance level for the suspension indicator. Also on a local school climate indicator, only 58% of SJUSD students (inclusive of Foster Youth, Homeless, Low Income, and English Learners) stated they believed their teachers to be excited about teaching their classes. SJUSD is supporting Foster Youth, English Learners, and Low-Income students, and increasing and improving services by providing SEL professional development for staff, SEL curriculum (Second Step & Character Strong), Care Solace contract for community outreach, two Positive Behavior Intervention Support (PBIS) Teachers on Special Assignment (TOSA), Leader in Me program at 1 elementary site, three Student Success Room (SSR) teachers, two Academic, Social, Emotional Development (ASED) Room Teachers (Tier 3), mental health support contract for TIER 3 therapy in ASED classrooms (CASA), professional development for behavior support, family engagement consultation & coaching, Director of Equity, Secretary 1 for Director of Equity, extra duty pay for equity task force members, travel and conference, consultants for Cultural Proficiency training and support, additional professional development opportunities, and guest speakers. Additionally, SJUSD is providing Foster Youth school supplies, fieldtrips, extra-curricular activities and tutoring. Mentoring services are provided for both elementary and secondary students, three attendance specialists, Attention2Attendance contract, district-wide incentives and awards, seven elementary Music Teachers, music curriculum, repair and new equipment, mariachi music program, an orchestra strings program, seven elementary physical education teachers, eleven school counselors, and a SJHS Counseling Center facility. Two Behavior Specialists, three Psychologists, seven Educational Therapists, and two Mental Health Instructional Aides.

These action items found in Goal #2 are increasing and improving services for Homeless, Foster Youth, Low Income, and English Learner students and were created for the purpose of increasing these students' engagement with their educational environment. As students are more engaged in their learning, they will

decrease their chronic absenteeism rate minimally from orange to yellow. Additionally, Foster Youth and Homeless students will reduce suspensions and minimally move from the RED performance level to ORANGE or YELLOW. Finally, local climate survey indicators will determine an increase in students believing their teachers are excited about teaching their classes.

Goal #3: The parents of Foster Youth, Homeless, Low Income, and English Learner students participated in a local climate survey asking them how concerned they were about their child's relationship with adults at school. Only 69% of these families submitted a positive score. Furthermore, only 41% of these families stated they were satisfied with the way learning is structured for their child. SJUSD is supporting Foster Youth, English Learners, and Low-Income students, and increasing and improving services by providing Parent Liaisons, Foster Youth and Native American Family Liaisons & Parent Engagement Specialists, Zoom Licensing for parent advisory meetings, one Enrollment Center Secretary, one Enrollment Center Coordinator, two Enrollment Technicians, and Parent Center facility, one Student Support Secretary, three Center for Teacher Innovation (CTI) Teacher on Special Assignment (TOSA), seven Elementary Assistant Principals, three Dean of Students, Campus Security staff, Campus Aides, six nurses, one Public Information Officer, a District Librarian, Library Media Technicians, classroom leases, pool loan, CTE Grant Matching Funds for Metal Fabrication Facility, one Assistant Facilities and Operations Director, and one Facilities Project Manager.

These action items found in Goal #3 are increasing and improving services for Homeless, Foster Youth, Low Income, and English Learner students and were created for the purpose of increasing local SJUSD climate indicators that measure student and parent satisfaction with adult to student relationships and student learning structures.

Total Expenditures Table

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Learning Data		$947,421.00	$0.00	$0.00	$0.00	$947,421.00
1	2	Standards and Skills Activities and Materials		$645,000.00	$0.00	$0.00	$0.00	$645,000.00
1	3	Research Based Strategies and Professional Learning		$1,467,257.00	$0.00	$0.00	$0.00	$1,467,257.00
1	4	Curriculum		$1,590,840.00	$0.00	$0.00	$0.00	$1,590,840.00
1	5	Direct Student Support		$880,200.00	$0.00	$0.00	$0.00	$880,200.00

1	6	Targeted Academic Support for English Learners		$389,305.00	$0.00	$0.00	$189,000.00	$578,305.00
1	7	Targeted Academic Support for Students with Disabilities	Students with Disabilities	$0.00	$686,512.00	$0.00	$0.00	$686,512.00
1	8	Educational Technology		$835,362.00	$0.00	$0.00	$0.00	$835,362.00
1	9	Support Positions		$7,553,950.00	$0.00	$0.00	$1,195,487.00	$8,749,437.00
2	1	Provide MTSS Social-Emotional Learning Activities		$187,000.00	$0.00	$0.00	$246,583.00	$433,583.00
2	2	MTSS Tiered Student Behavior Support		$748,061.00	$0.00	$0.00	$0.00	$748,061.00
2	3	Equity & Access		$366,326.00	$0.00	$0.00	$0.00	$366,326.00
2	4	Foster Youth & McKinney Vento Enrichment & Engagement		$23,000.00	$0.00	$0.00	$0.00	$23,000.00
2	5	African American Enrichment & Engagement	African American	$51,000.00	$0.00	$0.00	$0.00	$51,000.00

2	6	Student Mentoring Services		$75,000.00	$0.00	$0.00	$0.00	$75,000.00
2	7	Attendance Support		$301,946.00	$0.00	$0.00	$0.00	$301,946.00
2	8	Music Opportunities		$945,089.00	$0.00	$0.00	$0.00	$945,089.00
2	9	Elementary Physical Education Opportunities		$776,805.00	$0.00	$0.00	$0.00	$776,805.00
2	10	Districtwide ASCA Counseling Program		$1,166,412.00	$0.00	$0.00	$0.00	$1,166,412.00
2	11	Mental Health Multi-tiered System of Support		$1,029,406.00	$626,765.00	$0.00	$0.00	$1,656,171.00
3	1	Parent & Family Engagement		$5,298,082.00	$0.00	$0.00	$0.00	$5,298,082.00
3	2	Basic Services: Highly Trained Staff		$2,467,511.00	$0.00	$0.00	$0.00	$2,467,511.00
3	3	Basic Services: Access to Instructional Materials		$1,020,608.00	$0.00	$0.00	$0.00	$1,020,608.00
3	4	Basic Services: Facilities	All	$1,526,560.00	$0.00	$0.00	$0.00	$1,526,560.00

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds

| $30,292,141.00 | $1,313,277.00 | $0.00 | $1,631,070.00 | $33,236,488.00 |

Total Personnel		Total Non-Personnel	
$20,371,383.00		$12,865,105.00	

Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Learning Data	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$947,421.00	$947,421.00
1	2	Standards and Skills Activities and Materials	LEA-wide	English Learners	All Schools	$645,000.00	$645,000.00
1	3	Research Based Strategies and Professional Learning	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$1,467,257.00	$1,467,257.00
1	4	Curriculum	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$1,590,840.00	$1,590,840.00
1	5	Direct Student Support	LEA-wide	English Learners, Foster Youth	All Schools	$880,200.00	$880,200.00
1	6	Targeted Academic Support for English Learners	LEA-wide	English Learners	All Schools	$389,305.00	$578,305.00
1	8	Educational Technology	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$835,362.00	$835,362.00

1	9	Support Positions	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$7,553,950.00	$8,749,437.00
2	1	Provide MTSS Social-Emotional Learning Activities	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$187,000.00	$433,583.00
2	2	MTSS Tiered Student Behavior Support	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$748,061.00	$748,061.00
2	3	Equity & Access	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$366,326.00	$366,326.00
2	4	Foster Youth & McKinney Vento Enrichment & Engagement	LEA-wide	Foster Youth	All Schools	$23,000.00	$23,000.00
2	6	Student Mentoring Services	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$75,000.00	$75,000.00
2	7	Attendance Support	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$301,946.00	$301,946.00
2	8	Music Opportunities	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$945,089.00	$945,089.00
2	9	Elementary Physical Education Opportunities	Schoolwide	English Learners, Foster Youth, Low Income	All Elementary Sites	$776,805.00	$776,805.00
2	10	Districtwide ASCA Counseling Program	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$1,166,412.00	$1,166,412.00

2	11	Mental Health Multi-tiered System of Support	Schoolwide	English Learners, Foster Youth, Low Income	All Elementary Sites	$1,029,406.00	$1,656,171.00
3	1	Parent & Family Engagement	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$5,298,082.00	$5,298,082.00
3	2	Basic Services: Highly Trained Staff	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$2,467,511.00	$2,467,511.00
3	3	Basic Services: Access to Instructional Materials	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$1,020,608.00	$1,020,608.00

Totals by Type	Total LCFF Funds	Total Funds
Total:		
LEA-wide Total:	$26,908,370.00	$28,539,440.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$1,806,211.00	$2,432,976.00

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.

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
San Jacinto Unified	Dr. Sherry Smith Deputy Superintendent, Personnel Services	sjsmith@sanjacinto.k12.ca.us (951) 929-7700

Plan Summary 2021-24

General Information

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

Located in Southern California's Inland Empire, San Jacinto Unified School District is located 85 miles east of Los Angeles and 90 miles north of San Diego. The District serves approximately 10,000 students in two TK-5 schools, four K-5 schools, one K-8 school, two 6-8 middle schools, one 6-12 school, two 9-12 high schools, consisting of one comprehensive and one alternative program, as well as a K-12 virtual learning academy. The District also operates six full day and two half-day Head Start Preschool programs, as well as six half-day State Preschool programs. There is also a community based adult transition program for students 18 to 22 years old. Finally, one of the elementary schools serves as a Leader In Me school, and one as an elementary Primary Years International Baccalaureate program. The K-8 school serves as a World Language Academy, and the 6-12 school is in the process of becoming a Middle Years International Baccalaureate program. All schools are on a traditional calendar.

San Jacinto Unified is a diverse school district with approximately 2% of students identifying as American Indian, 3% as Asian and Pacific Islander, 10% African American, 75% Hispanic, 10% White. Furthermore, approximately 87% of students are socio-economically disadvantaged, with 19% English Learners and 1% Foster Youth.

San Jacinto Unified Mission: SJUSD provides equity and access to ensure each and every student achieves high levels of learning while developing cultural responsiveness and social responsibility.

San Jacinto Vision: SJUSD's safe, nurturing, transformative and equitable culture ensures each and every student graduates college and career-ready with a passion for learning, the motivation to live responsibly and the capacity to be problem solvers as they successfully navigate their unique futures.

A variety of specialized programs are available, such as, but not limited to, online education, Dual Language Immersion, International Baccalaureate, Career Technical Education, Advancement Via Individual Achievement (AVID), Science, Technology, Engineering and Math (STEAM), Junior Reserve Officer Training Corp (JROTC), instrumental/vocal music, athletics, and the performing arts.

Reflections: Successes

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

San Jacinto Unified is proud of our stakeholders who are focused every day on providing equitable outcomes for our students. The efforts have continued to translate into improved student growth and achievement as represented by the data on the California School Dashboard, the California Department of Education reporting platform Dataquest, and the district's local measuring tools.

Goal 1 Student Achievement

Graduation Rate continues to reflect great achievement by SJUSD students. The overall student graduation rate is in the high-status level as reported by the California School dashboard which places SJUSD students overall in the green performance level. Students who are identified as foster youth or socioeconomic disadvantaged continue to outperform the district trend as both student groups are in the blue performance level. Additionally, our students who are identified in the student groups of English Learners and Homeless continue to achieve at or just below the district performance level as each of these student groups is in the green performance level.

SJUSD's English Learners (inclusive of reclassified English Learners within 4 years), Foster Youth, and Socioeconomically Disadvantaged student groups show growth on the English Language Arts indicator as reported by the CA Dashboard. Students identified in these student groups showed continuous improvement in moving from the orange performance level to the yellow performance level.

SJUSD's Foster Youth population performed above the district trend and all other student groups for the College/Career Indicator as reported on the CA Dashboard. The student group performed at the yellow performance level.

The Mathematics Indicator was another area of identified improvement for SJUSD students. Students exhibited continuous improvement moving from the orange to the yellow performance level as reported by the CA Dashboard. Students identified in the English Learners (inclusive of reclassified English Learners within 4 years), Foster Youth, and Socioeconomically Disadvantaged groups continue to perform at or above the district trend as each group also performed within the yellow performance level.

SJUSD intends to build upon these successes in Goal #1 by deepening and refining professional development opportunities centered around research-based strategies and TK-12 literacy standards. Literacy is the focal point for all subject areas and grade levels. SJUSD is in its 5th year of implementation of CORWIN's "teacher clarity" practices and will continue to further refine and improve teacher skills. This will ultimately continue to improve teacher instructional strategies, providing more effective differentiation strategies, and positively impacting more Tier 2 and Tier 3 student populations, specifically English Learners, Low Income, Foster Youth, Homeless, and Differently Abled students. Furthermore, teachers on special assignment, along with specific support positions, such as, but not limited to Directors of CTE and English Learners are provided to bring accelerated learning to SJUD high-need areas, such as college & career readiness indicators, English Learner reclassification rates, Low Income, Foster Youth, Homeless, and Differently Abled academic dashboard indicators. Additionally, each elementary school site will be allotted two certificated positions to provide tiered supports in identified areas such as, but not limited to ELD, reading, and/or math. This, in conjunction with a variety of data collection opportunities will be provided in order to monitor and assess the individual needs of all students, but specifically, English Learners, Low Income, Foster Youth, Homeless, African American and Differently Abled students.

Goal 2 Student Engagement

Chronic Absenteeism Indicator continues to reflect continuous improvement in regards to ensuring that SJUSD students are engaged and have the opportunity to participate in the learning environment and community of the district's school sites. The overall student population showed growth in this area moving from the orange to the yellow performance level as reported by the CA Dashboard. The English Learner and the Socioeconomically Disadvantaged student groups continue to perform at or above the district trend; both student groups are in the yellow performance level.

SJUSD's English Learner students exceeded the District trend for the Suspension Indicator. The student group achieved the yellow performance level which surpasses the District's orange performance level as reported by the CA Dashboard.

SJUSD continues to embrace the implementation and use of restorative practices, which is evident by our 0.05% expulsion rate as reported by Dataquest.

SJUSD intends to build upon the successes found in Goal #2 by continuing to offer mentoring services to identified Tier 2 and Tier 3 students, and expanding the mentoring program with a new elementary component that focuses on peer mediation and conflict resolution, as well as specifically targeting students to receive mentoring supports. These mentoring services will further improve suspension, expulsion and local disciplinary referral data for all students, but specifically for African American and Differently Abled students. Furthermore, SJUSD will continue to deepen and refine the current multi-tiered system of support for social-emotional learning opportunities and behavior. Each elementary school site will be assigned a full-time counselor in lieu of the current part-time counselor status, and educational therapists and behavior specialists will continue to be provided to support Tier 3 students. Again, maintaining and expanding these counseling services will allow SJUSD to further improve student engagement indicators such as school connectedness, suspension, chronic absenteeism, etc. Finally, the equity work recently started in SJUSD, will be further expanded with a Director of Equity position. This position is created to further develop equitable practices and protocols across our school district to further support and improve student engagement indicators, specifically suspension rates for African American and Differently Abled students, as well as chronic absenteeism rates for all students, but specifically for English Learners, Foster Youth, Homeless, Low Income, and Native American students.

Goal 3 Conditions for Learning

SJUSD continues to ensure 100% of teachers are fully credentialed and appropriately assigned to support student learning.

SJUSD provides 100% standards-aligned instructional materials for each and every student.

SJUSD continues to receive 100% "good repair" on all FIT inspections. This translates into safer and cleaner schools for students to learn.

Teacher-Student relationship is an area shown as a success for grades 3-5 based on SJUSD's local administration of the Panorama Student Social Emotional Learning survey. Students were asked, "How respectful is your teacher towards you?" 89% of SJUSD students in grades 3-5 submitted a positive marking for this topic.

SJUSD intends to maintain all standards-aligned instructional materials and will expand upon these materials with the adoption of Next Generation Science textbooks and materials. Providing additional standards-aligned instructional materials will further promote literacy across all content areas and ultimately improve academic indicators for all students, but specifically for English Learners, Differently Abled Students, Foster Youth, Homeless, and Low Income students. Furthermore, SJUSD has created their first affinity group for Black Indigenous People of Color (BIPOC) to explore recruitment, retention and training protocols, in order to not only hire educators that are 100% fully credentialed, but are diverse in nature and understand the backgrounds and current realities of our student population. Providing educators with similar backgrounds and experiences as our student population will support student engagement, promote relationships and trust, and these characteristics lead to overall student performance. Finally, SJUSD intends to continue supporting parent engagement and communication with our districtwide parent liaison initiative, but also the expansion of specialty liaisons with the addition of a Foster

Youth and Homeless family liaison. Parent engagement specialists and family liaisons, specifically the Native American and Foster Youth liaisons, are able to make much-needed connections with our families and students and provide differentiated supports to ensure all students, but specifically English Learners, Low Income, African American, Differently Abled, Foster Youth, Homeless and Native American students are having their academic and social-emotional needs met.

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.

The district's implementation of a multi-tiered system of supports continues to focus on providing opportunities for our students in greatest need to be successful. However, the district does understand that there is still a need for intentional improvement to expand student achievement outcomes as represented by the data reported on the California School Dashboard, California Department of Education Dataquest, and local measures.

Goal 1 Student Achievement

SJUSD Differently Abled students are currently performing below the district trend for the Graduation Rate Indicator as reported by the CA School Dashboard. The student group achieved at the orange performance level which is two performance levels below the district.

English Language Arts indicators as reported by the CA Dashboard identifies this as an area of growth for SJUSD students. The district performed in the orange performance level on this indicator. The analysis also indicates that the Homeless and Differently Abled student group population are performing in the red performance level. Furthermore, current English Learners (excluding reclassified English Proficient students) scored 60 points below the overall student population.

SJUSD's current English Learners (excluding reclassified English proficient students), Homeless, Differently Abled, African American, and Native American student group population continues to show a need for differentiated support to improve their achievement outcomes as identified from the Math Indicator as reported by the CA School Dashboard. Differently Abled and Homeless students are within the red performance level. African American and Native American students are performing below the overall student population in the orange performance level. These student groups are performing two levels below the district's overall performance level.

The College/Career indicator as reported by the CA Dashboard identifies this as an area of growth for SJUSD students. The district performed in the orange performance level. A deeper analysis of this data shows the need to improve opportunities and outcomes for students in Career and Technical Pathway completion and Smarter Balanced English Language Arts and Math assessments. SJUSD's English Learners, Socioeconomically Disadvantaged, and homeless students are performing at the district trend with an orange performance level. SJUSD Differently Abled student group population is achieving below the district level with a red performance level.

In order to improve these performance indicators, SJUSD intends to further refine and develop instructional strategies in all classrooms by creating coherent systems for learning. This begins with providing learning data materials to monitor and assess where each individual student need lies, specifically English Learners and Differently Abled students. It also includes providing standards aligned skills activities and materials, such as deepening the work with "teacher clarity," and implementing research based strategies and curriculum. Extending the core curricular offerings is also a strategy SJUSD will implement to support growth in these identified need areas. For example, SJUSD will continue to offer and calibrate a variety of college and career readiness opportunities for students, participate in AVID districtwide, and partner with Mount San Jacinto College for concurrent and dual enrollment opportunities. To help English Learners and Differently Abled students accelerate their learning, SJUSD is creating specific academic action items in the new LCAP. For example, English Learners will receive additional supports through the 3D and Rosetta Stone programs, and Differently Abled students will participate in co-teaching and preschool (inclusion) classes. Both of these student groups will have the support of site-specific teachers on special assignment as well as specific

and targeted tutoring opportunities.

Goal 2 Student Engagement

SJUSD's Foster Youth, Differently Abled, and Homeless student groups all performed below the district trend as reported by the CA Dashboard with a performance level of orange. The American Indian and Alaska Native and Two or More Races are performing two levels below the District trend with a red performance level.

SJUSD's Homeless, Foster Youth, and African American student groups continue to show a disproportionate rate of being suspended as reported by the CA Dashboard. These student groups are performing below the District trend with a red performance level.

School Climate is an area shown as an identified need for grades 6-12. This is based on SJUSD's local administration of the Panorama Student Social Emotional Learning survey. Students were asked, "How often do your teachers seem excited to be teaching your class?" Only 58% of SJUSD students in grades 6-12 submitted a positive marking for this topic.

SJUSD intends to provide Tier 2 & Tier 3 classroom support at all secondary sites. The Tier 2 Student Success Room focuses on restorative practices, making amends for wrongs, tutoring and group counseling opportunities. The Tier 3 ASED classroom is more intensive, allowing students to focus on core classes in a small, intimate classroom environment, receive daily mental health therapy, interact with general elective classes of interest, and develop and practice interpersonal skills. These are two strategies SJUSD plans to implement to further support student engagement for all Tier 2 and Tier 3 students, but specifically for African American and Differently Abled students. Furthermore, tiered strategies for social-emotional learning and behavior are provided in the form of Second Step curriculum and student engagement professional development for all educators. The more our staff can methodically implement a tiered system of support, the better chances all students, but specifically, SJUSD's Homeless, Foster Youth, Native American, and African American student groups have to improve the dashboard indicators related to school connectedness, chronic absenteeism, and discipline. Additionally, Goal #2 provides for specific African American, Foster Youth & Homeless enrichment opportunities to help these student groups connect to school. Mentoring services are maintained and expanded. This will provide accelerated results for Differently Abled and African American students, identified as needing Tier 2 & Tier 3 support. Finally, to support school connectedness for Homeless, Foster Youth, African American and Native American students, elementary physical education and music programs are provided.

Goal 3 Conditions for Learning

Student relationships with adults at school were identified as an area of need based on SJUSD's local administration of the Panorama Family Back-to-School survey. Families were asked, "How concerned are you about your child's relationships with adults at school right now?" Only 69% of SJUSD families submitted a positive marking for this topic.

Satisfaction with student learning structure was identified as an area of need based on SJUSD's local administration of the Panorama Family Back-to-School survey. Families were asked, "How satisfied are you with the way learning is structured at your child's school right now?" Only 41% of families submitted a positive marking for this topic.

SJUSD intends to address these needs by continuing a strong outreach to families. Family liaisons at every school site, two specialty liaisons for Native American, as well as Foster Youth & Homeless families, and a Parent Engagement Specialist are provided to continue strengthening partnerships between the school district and the families served. As partnerships grow, relationships will mature and positively impact connectedness. Furthermore, SJUSD believes that teachers serving our students in the day-to-day instructional environment are paramount to student success and feelings of school satisfaction. Therefore, three teachers on special assignment, working directly with new teachers to San Jacinto and to the profession are provided. Access to instructional materials, high quality facilities, and highly trained staff will remain priorities throughout Goal #3. Taking pride in these crucial conditions for learning, and promoting healthy communication through our parent outreach programs will lead to better scores on our local climate surveys.

LCAP Highlights

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

The San Jacinto LCAP, also known as The San Jacinto Difference, is the School District's all inclusive strategic plan and is monitored monthly and revised annually.

The plan consists of three overarching goals:

Goal #1 - Student Achievement: Create literate students at each grade level through individualized supports with a focus on proficiency by 3rd grade.

Goal #2 - Student Engagement: Create student engagement by embracing diversity and providing equitable access.

Goal #3 - Conditions For Learning: Create safe and inclusive learning environments through high quality staff, facilities, and community outreach.

At the foundation of the overall plan, along with the specificity of the three goals, is the concept that San Jacinto Unified strives to create a culture of college and career readiness awareness for all students.

Within each of the three goals, there are a variety of actions/services that are designed to support student academic and social success in a continuous cycle of improvement and growth. The actions and services were developed by SJUSD stakeholders, through the work of parent advisory, community and labor association groups.

Furthermore, the San Jacinto Board of Trustees has embraced the three LCAP goals and calibrated them to also serve as their three agreed upon "Board Priorities" for the overall improvement of our school district. These three priorities drive the important work and decision making that takes place within the district and serves as a reminder of what is most important to our stakeholders.

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.

Mountain View High School is currently in Comprehensive Support and Improvement for performing in the Red on the California School Dashboard in the majority of the reported areas which included English Language Arts, Mathematics and College and Career Indicator. The Suspension Rate was in the Yellow and the Graduation Rate was in the Green on the dashboard.

Support for Identified Schools

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

San Jacinto Unified School District has been utilizing the Improvement Science model to assist our CSI site. We worked with the site in identifying a stakeholder group that meets prior to their SSC meeting to share their feedback and recommendations. As an LEA we worked alongside the site administrator to conduct a root cause analysis from the district level. We used the Improvement Science model to analyze and reflect on how we are addressing resource inequities, as well as provide appropriate supports to aid the site's needs. The LEA supported the school through an Improvement Science process. By doing so we analyzed our current school framework and strategies from the LEA level. The goal is to be able to identify supports that the LEA can provide to current and future CSI identified sites. The LEA has identified team members that support the site with training on how to facilitate their sites CSI stakeholder group. The training consists of working with the site on prepping and planning for their CSI stakeholder presentations. The LEA has begun to work with the site by analyzing current evidence-based practices that have and have not been implemented. Our goal for next steps is to continue to work with the site and evaluate current evidence-based programs and strategies, while exploring others that might support the site. We hope that a deeper dive will lead us to the implementation of new research- based strategies. Stakeholders have been included in our process of root cause analysis. The stakeholder groups are composed of district and site personnel, parents, and students. When the group comes together they are able to provide feedback and suggestions based on their expertise and viewpoint. This has provided us with insight that otherwise we would not have taken into account. During the meeting the team stakeholder members will provide their feedback and their suggestions will be collected and addressed in the planning process. The LEA is currently using TABLEU, Dashboard, the site's local assessments and Schoolzilla. These platforms have allowed us to evaluate summative data and drill down to student groups. The CSI stakeholder group did identify areas that impact the graduation rate of students. These areas will be addressed by offering more CTE pathways for the site. The site did its own exploration of resource inequities, but the root cause analysis needs to be narrowed. One area identified is that resources/coursework offered at the traditional high school, are not always provided at the alternative education site level. The LEA stakeholder team, along with the CSI stakeholder group, are working together to identify resource inequities and how resource inequities are being addressed throughout the CSI plan. Finally as an LEA we have sent the members of the CSI stakeholder group to CSI trainings at the county level and have provided them with support at the district level.

Monitoring and Evaluating Effectiveness

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

The LEA has established a progress monitoring plan with the site. We have created monthly CSI stakeholder meetings to continue collaboration with the site CSI team to complete the analysis of the plan from the LEA level. These meetings also allow us to review the implementation and outcome data through the implementation and monitoring of the plan. The LEA will continue to support the CSI identified site in the planning and implementation of the site's CSI stakeholder meetings. Here we plan to implement the facilitation of strategies that were provided through our county trainings. The LEA has also created a fiscal monitoring sheet for the CSI site in which they detail the CSI goal and action that the expenditure supports. This sheet will aid us in also monitoring and ensuring that funds are being used appropriately during the current year to support current students. Our goal will be to create an evaluation tool to monitor and evaluate the CSI actions and services. The LEA along with the CSI site acknowledge that the continuous improvement cycle is ongoing, hence we recognize that there will be times in which we reflect on practices that require us to further examine the implementation of the plan (including supports) and possibly change it as necessary. All of this will be done through collaborative conversations with stakeholders at the site and LEA level.

Stakeholder Engagement

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

The San Jacinto Unified School District is committed to ensuring all students graduate college and career ready. This commitment requires involvement from a wide variety of stakeholders throughout the San Jacinto school district and overall community.

In the summer of 2020, six parent advisory committees: Latino, Special Education, Foster Youth/Homeless, African American, Native American and English Learner were structured around the three LCAP goals: student achievement, student engagement, and conditions for learning. One meeting per trimester was dedicated to an in-depth analysis of each goal, including data overviews, current strengths and challenges. Feedback was elicited from the participants in the form of next steps, strategies for improving challenges, actions they would like to see in the LCAP, etc. These meetings were held during the months of September-February, dedicating one of three meetings to each goal.

Additionally, each quarterly cycle of parent advisory meetings was concluded with a culminating "#SanJacSpeaks" meeting that included community stakeholders such as CTE partners, faith-based organizations, local business and service organizations. This included representation from both SJTA and CSEA labor organizations. Furthermore, all SJUSD employees had input through a variety of stakeholder forums, ranging from management team meetings to District advisory councils. Topics ranged from reviewing district data points to understanding current and ongoing expenditures. These groups met throughout the school year to analyze the current implementation plan, determine strengths and weaknesses in alignment and implementation, and finally to make recommendations for new and improved actions and goals.

Moreover, the following survey data was collected throughout the school year to help drive decision-making for the SJUSD LCAP:

Panorama Family Back-to-School Survey
SJUSD provided a Family Back-to-School survey to community/family members during the fall and spring of the 2020-2021 school year. The survey engaged families around the level of support and access that students and families received from SJUSD during the COVID-19 pandemic and remote learning. Families were asked a variety of questions in regards to the following topics: School Public Health Measures, Family-School Communication, Student Needs, Cultural Awareness and Action, the Learning Model, and Additional Family Assistance.

Panorama Social-Emotional Learning: Student Competency Measure Survey
SJUSD provided a Student Competency Measure survey in the Fall and the Spring of the 2020-2021 school year to students in grades 3 - 12. The survey engaged students around their abilities to navigate the school environment and supports they need to be successful scholars during the COVID-19 pandemic and remote learning. Students were asked a variety of questions in regards to the following topics: Social Awareness, Self-Management, Grit, Growth Mindset, Self-Efficacy, and Emotions Regulation. The survey was administered to students in grades 3-5 & 6-12.

Panorama Social-Emotional Learning: Student Supports and Environment Survey
SJUSD provided a Supports and Environment survey in the fall and the spring of the 2020-2021 school year to students in grades 3-12. The survey engaged students around the school connectedness and supports they need to be successful scholars during the COVID-19 pandemic and remote learning. Students were asked a variety of questions in regards to the follow topics: Teacher-Student Relationships, Rigorous Expectations, School Climate, Sense of Belonging, Engagement, and School Safety.

Family Feedback Form
SJUSD provided Family Feedback to gauge community interest in a potential return to in-person instruction based on the most recent health data for Riverside County as reported through the California Blueprint for a Safer Economy. To better plan for a potential return to in-person instruction as well as provide ongoing support for distance

learning. The survey centered on topics about the instructional delivery model of in-person learning, hybrid learning, and/or remote learning.

Educational Services Feedback Form
SJUSD provided an Educational Services Feedback form to staff during the winter break of the 2020-2021 school year. The survey was administered throughout the school district. The purpose of the survey was to engage staff in providing feedback on how supports were being allocated to center around remote learning and instruction. Staff members were asked a variety of questions in regards to the following topics: Support for a focus on literacy, areas of support they found helpful, and areas of support that need further improvement.

Equity in Action Survey
SJUSD provided an Equity in Action survey during the fall of the 2020-2021 school year to staff across the district. The survey asked staff to provide feedback focused on topics and concepts about equitable practices as they relate to professional development opportunities. The survey further engaged staff in regards to the following two questions: 1) What are the hopes and/or apprehensions about the work of equity in SJUSD? 2) What is one PD that you can implement immediately to support the work of equity?

Staff Implementation of Academic Standards Survey (Local Indicator Survey)
SJUSD provided an Implementation of Academic Standards surveys to staff in the Spring of the 2020-2021 school year to measure our progress implementing state academic standards. The survey engaged staff to rate the implementation of the standards across disciplines using a rating scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

LCAP Staff Survey
SJSUD provided an LCAP Staff Survey in the spring of the 2020-2021 school year to staff. The survey asked staff to provide feedback on topics centering around the district's support for students. The survey engaged staff in the following topics: Adequate Interventions and Supports, College Readiness or Career Pathways, English Language Development Programs, Professional Development for Instruction, Mental Health and Counseling, Equitable Access to Enrichment.

LCAP Labor Association Town Halls
On April 27 & 28, 2021 a virtual town hall session was held for both San Jacinto Teachers Association (SJTA) & California School Employees Association (CSEA) in order to present an overview of the LCAP plan and to solicit feedback from our labor association members. The SJTA Town Hall was held on the 27th of April from 4:00-5:00 p.m. and a CSEA Town Hall was held on the 28th of April from 5:00-6:00 p.m.

Differentiated Assistance Stakeholder Engagement
The San Jacinto Unified School District has been identified as needing Differentiated Assistance to support Students with Disabilities in the areas of English Language Arts, Math and College and Career Readiness. In order to effectively address and support the identified areas of need for Students with Disabilities, the SJUSD Differentiated Assistance Team conducted a root cause analysis to further refine and align district initiatives, including the development of a Multi tiered System of Supports (MTSS) through Professional Learning Communities (PLC). With the ongoing support from Riverside County Office of Education, the Differentiated Assistance Team identified the critical need of ensuring that all teachers developed a deeper understanding of their grade level content standards. Through collaboration with their grade level PLC teams they will identify the most effective strategies to meet the needs of our Students with Disabilities. By narrowing the focus on Teacher Clarity, connected with the ongoing learning of improvement science through the National Center on Education and the Economy Executive Development Program (EDP) and Teaching for Effective Learning (TEL), San Jacinto Unified School District is able to engage in continuous improvement cycles to improve the way deliver Tier I instruction for our students. Through implementation of our district and site plans, we will continue to take the necessary actions to eliminate inequity and to close the achievement gap for Students with Disabilities.

Riverside County SELPA
Collaboration between SJUSD and the Riverside County SELPA is ongoing and systemic. The following dates reflect the collaboration taking place between both parties: October 27-29, 2020 & April 26, 2021

Finally, on May 17, 2021 one final LCAP session was held to present the final draft of the new three-year strategic plan. Community members, parents, administrators and

representative from both labor groups were present. Approximately 100 people attended the annual LCAP unveiling meeting. This was an opportunity for final input to be gathered and any last minute suggestions and /or revisions to be made. Participants express sincere gratitude to the District for "listening" and incorporating their input into the LCAP plan.

A summary of the feedback provided by specific stakeholder groups.

There was a tremendous amount of feedback and input received because of the comprehensive outreach to all stakeholders. The input was consolidated and shared with District leadership, including the #SanJacSpeaks Team, School Board of Trustees, Cabinet and Management staff. The input was used to develop the actions in the LCAP for years 2022-2024.

The following are the major themes that persisted throughout all the input sessions:

1.   College and Career Readiness (Goal #1)
2.   Ongoing Teacher Training for Implementation of Common Core Standards & a Focus on Literacy
     (Goal #1)
3.   Equity Training and Universal Access: •Students with Disabilities •African American Students •Native
     American Students •Foster Youth Students •Low Socioeconomic Students (Goal #1 & Goal #2)
4.   Intervention: Multi Tiered System of Support, both academically and socially (Goal #1 & Goal #2)
5.   Support for Tier II & III Student Behavior (Goal #2)
6.   Counselor Support (Goal #2)
7.   Highly Qualified Staff (Goal #3)
8.   Expansion & Training for Support Staff (Goal #3)
9.   Parent Involvement & Communication Strategies (Goal #3)
10. Safety (Goal #3)

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

Below is a summary of overarching themes from the specific stakeholder groups. These themes impacted the actions and services that are located within the 2022-2024 LCAP. Each of the themes/concepts listed below are now identifiable somewhere within the three goals:

Parents (PTA, DAC, DELAC, SSC, SPED Parent Advisory, African American Advisory, and Foster Youth Advisory & Latino Parent Advisory) identified the following priorities:
1. Ensure students have access to AG courses, along with the supports to be successful (Goal #1)
2. Intervention and acceleration opportunities (Goal #1 & Goal #2)
3. Improve training for issues of equity and access (Goal #2)
4. Maintain safe learning environments (Goal #2 & Goal #3)
5. Parents receive timely and meaningful communication from schools and the district (Goal #3)
6. Teachers are highly qualified and credentialed in the subjects they teach (Goal #3)
7. Safe, clean and modernized school facilities (Goal #3)

Students identified the following priorities:
1. Support for College and Career Readiness programs (Goal #1)
2. Intervention & Acceleration (Goal #1 & Goal #2)

3. Equitable practices throughout academic and social programs (Goal #1 & Goal 2)
4. Expand counseling support (Goal #1 & Goal #2)
5. Focus on school-wide behavior (Goal #2)
6. School safety (Goal #2 & Goal #3)
7. Safe, clean and modernized school facilities (Goal #3)

Staff Groups identified the following priorities:
1. Support training for effective implementation of ELD strategies (Goal #1)
2. Improve upon existing Career Technical Education pathways (Goal #1)
3. Continue Literacy campaign (Goal #1)
4. Train all staff in equity and access concepts (Goal #1, Goal #2)
5. Support training and implementation of Multitiered System of Support (MTSS) (Goal #1 & Goal #2)
6. Provide support and training for Inclusion to support Students with Disabilities (Goal #1 & Goal #2)
7. Safe, clean and modernized school facilities (Goal #3)

Goals and Actions

Goals

Goal #	Description
Goal 1	#1 Student Achievement Create literate students at each grade level through individualized supports with a focus on proficiency by 3rd grade.

An explanation of why the LEA has developed this goal.

Approximately 70% of our students in grades 1-8 are reading below grade level. Based on this information, we developed the goal of creating literate students at each grade level. Literacy is defined as reading, writing, speaking and thinking critically to make meaning of grade level text by subject area. Creating literate students is essential to increasing pupil achievement on our statewide assessments, specifically for ELA. In order for students to be able to continue to have course access to a broad course of study, teachers need to fully implement the state standards at each grade level with appropriate support for English Learners connected to the English Language Development (ELD) standards. The metrics related to Goal 1 are grouped together because they are interconnected and vital to reaching our goal of increasing literacy at every grade level.

Measuring and Reporting Results

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

Implementation of State Standards including how EL's will access the CCSS and ELD standards	Establish baseline using LEA self reflection tool for Priority #2	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Achieve one level of rating scale improvement for each component of the survey
Course Access: Students have access and are enrolled in a broad course of study	Data Source: Aeries A-G enrollment 100% of students have access and are enrolled in a broad course of study	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of students have access and are enrolled in a broad course of study

Pupil Achievement on Statewide Assessments-ELA	Data Source: California School Dashboard 2019 All Students: 37 points below the standard (orange performance level) English Language Learner: 49.6 points below the standard (yellow performance level) Foster Youth: 50.1 points below the standard (yellow performance level) Homeless: 96.9 points below the standard (red performance level) Socioeconomically Disadvantaged: 41.2 points below the standard (orange performance level) Differently Abled Students: 110.5 points below the standard (red performance level)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All Students: 5 points below standard (green performance level) English Language Learner: 5 points below standard (green performance level) Foster Youth: 5 points below standard (green performance level) Homeless: 65 points below standard (yellow performance level) Socioeconomically Disadvantaged: 5 points below standard (green performance level) Differently Abled Students: 70 points below standard (yellow performance level)

| Pupil Achievement on Statewide Assessments-Math | Data Source: California School Dashboard 2019
All Students: 78.2 points below the standard (yellow performance level)
English Language Learner: 85.3 points below the standard (yellow performance level)
Foster Youth: 50.9 points below the standard (yellow performance level)
Homeless: 140.4 points below the standard (red performance level)
Socioeconomically Disadvantaged: 41.2 points below the standard (orange performance level)
Differently Abled Students: 142.1 points below the standard (red performance level) | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | All Students: 25 points below standard (green performance level)
English Language Learner: 25 points below the standard (green performance level)
Foster Youth: 25 points below the standard (green performance level)
Homeless: 95 points below the standard (yellow performance level)
Socioeconomically Disadvantaged: 25 points below the standard (green performance level)
Differently Abled Students: 95 points below the standard (yellow performance level) |

Pupil Achievement on Local Assessment - Reading (i-Ready)	Data Source: Schoolzilla 2020 Middle of the Year(MOY) 30% of students are performing at grade level standards English Language Learner: 10.6% Foster Youth: 20.5% Homeless: 17.3% Socioeconomically Disadvantaged: 27.7% Differently Abled Students: 7.4%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All Students: 45% of students are performing at grade level standards English Language Learner: 40.0% Foster Youth: 40.0% Homeless: 40.0% Socioeconomically Disadvantaged: 45.0% Differently Abled Students: 30.0%
Pupil Achievement on Local Assessment - Math (i-Ready)	Data Source: Schoolzilla 2020 Middle of the Year (MOY) All Students: 19% of students are performing at grade level standards English Language Learner: 4.8% Foster Youth: 5.8% Homeless: 10.1% Socioeconomically Disadvantaged: 17.2% Differently Abled Students: 5.0%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All Students: 35% of students are performing at grade level standards English Language Learner: 25.0% Foster Youth: 25.0% Homeless: 30.0% Socioeconomically Disadvantaged: 30.0% Differently Abled Students: 25.0%

Percentage of students college and career ready.	Data Source: California School Dashboard 2020 All Students: 24.9% prepared (orange performance level) English Language Learner: 9.4% prepared (orange performance level) Foster Youth: 15.8% prepared (yellow performance level) Homeless: 11.4% prepared (orange performance level) Socioeconomically Disadvantaged: 23.7% prepared (orange performance level) Differently Abled Students: 1.1% prepared (red performance level)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All Students: 40.0% prepared (green performance level) English Language Learner: 24.0% prepared (yellow performance level) Foster Youth: 35.0% prepared (green performance level) Homeless: 27.2% prepared (yellow performance level) Socioeconomically Disadvantaged: 35.0% prepared (green performance level) Differently Abled Students: 15.0% prepared (yellow performance level)
Percentage of students completing UC/CSU Entrance Requirements (A-G)	Data Source: DataQuest 2019-20 year All Students: 41% completing UC/CSU entrance requirements English Language Learner: 27.2% Foster Youth: 20.0% Homeless: 22.8%% Socioeconomically Disadvantaged: 39.3% Differently Abled Students: 12.1%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All Students: 55% meeting A-G requirements English Language Learner: 35.0% Foster Youth: 30.0% Homeless: 30.0% Socioeconomically Disadvantaged: 50.0% Differently Abled Students: 25.0%

Percentage of EL students making progress on English Proficiency.	Data Source: California School Dashboard 2019 42.5% making progress toward English proficiency	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	55.0% making profess toward English proficiency.
English Langauge Learner (EL) Reclassification Rate	Data Source: DataQuest 2019-20 12.0% of EL students reclassified	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	25.0% EL students reclassified
Percentage of students completing AP exams with a score of 3 or higher.	Data Source: DataQuest 2019-20 32.0% score with a 3 or higher	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	42.0% score with a 3 or higher
Percentage of students meeting EAP-ELA	Data Source: DataQuest 2018-19 All Students: 9.21% of students are ready English Language Learner: 0.0% Homeless: No students in qualifying grade level. Socioeconomically Disadvantaged: 9.5% of students are ready Differently Abled Students: 1.2% of students are ready	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All Students: 20.0% of students are ready English Language Learner: 10.0% Homeless: No students in qualifying grade level. Socioeconomically Disadvantaged: 20.0% of students are ready Differently Abled Students: 10.0% of students are ready

Percentage of students meeting EAP - Math	Data Source: DataQuest 2018-19 All Students: 7.0% of students are ready English Language Learner: 0.0% Homeless: No students in qualifying grade level. Socioeconomically Disadvantaged: 2.1% of students are ready Differently Abled Students: 0.0% of students are ready	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All Students: 14.0% of students are ready English Language Learner: 7.0% Homeless: No students in qualifying grade level. Socioeconomically Disadvantaged: 10.0% of students are ready Differently Abled Students: 7.0% of students are ready
High School Graduation Rate	Data Source: California School Dashboard 2020 All Students: 90.6% (blue performance level) English Language Learner: 82.2% (green performance level) Foster Youth: 65.20% (blue performance level) Homeless: 86.0% (green performance level) Socioeconomically Disadvantaged: 90.1% (blue performance level) Differently Abled Students: 80.0% (orange performance level)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All Students:95.0% (blue performance level) English Language Learner: 91.7% (green performance level) Foster Youth: 100.00% (blue performance level) Homeless: 95.0% (blue performance level) Socioeconomically Disadvantaged: 95.0% (blue performance level) Differently Abled Students: 85.0% (green performance level)

Percentage of students who have completed BOTH UC/CSU Entrance Requirements (A-G) AND completed a CTE program (CTE Completer).	Data Source: CALPADS Report 15.2 and 3.15 All Students: 9.0%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All Students: 35.0%
Percentage of students completing CTE program(s). CTE Completer.	Data Source: CALPADS Report 3.14 All students: 12.0%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All Students: 30%
Programs and services developed and provided to individuals with exceptional needs. Special needs students enrolled in AP, Honor, and CTE courses.	Data Source: Schoolzilla Course Enrollment Report 2019-20. 10% of special needs students were enrolled in a rigorous course (AP, Honors, CTE).	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	30% of Students with special needs enrolled in a rigorous course (AP, Honors, CTE).

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Learning Data	Provide additional learning data software to assess students' current achievement levels in Reading, Mathematics and language acquisition level, in both English and Spanish. While data collection is used to monitor the academic progress of all students, specific monitoring of progress will be collected for Students with Disabilities, English Learners, Native Americans, African American, Socioeconomically Disadvantaged and Foster Youth. • iReady (Curriculum Associates) for grades TK – 8 • Exact Path (Edmentum) for grades 9 - 12 • NWEA MAP for Dual Immersion K – 7 • Sandi Fast (SWD) • LAS Links (Data Recognition Corp-DRC) for language acquisition (English Learners) • Schoolzilla (Renaissance Learning), Tableau, Panorama), Aeries Analytics and Illuminate (AA, SWD, Foster & McKinney Vento) • Panorama Survey Software	$947,421.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #2	Standards and Skills Activities and Materials	Provide professional support to classroom teachers focused on deepening their understanding and implementation of their grade level content standards through the following: • Site based push in support to all elementary teachers and all secondary English and Mathematics teachers in the 9 Modules of Teacher Clarity (AA, SWD, EL, Foster Youth and McKinney Vento) • Additional materials and resources to support Dual Language Immersion students to develop biliteracy (EL) *This action addresses the need to improve student achievement in the areas of English Language Arts and math. In the area of ELA the District performed in the orange performance level, and specifically, Homeless and Differently Abled students are performing in RED. Furthermore, English Learners (excluding reclassified English Proficient students) scored 60 points below All Students. In math, English Learners (excluding reclassified English proficient students), Homeless, Differently Abled, African American and Native American student groups are at RED.	$645,000.00	Yes
Action #3	Research Based Strategies and Professional Learning	Provide district wide professional learning to certificated staff, classified support staff and administration to support our priority student groups including, but not limited to, Students with Disabilities, English Learners, African American, Native American, Foster Youth and McKinney Vento through the following: • District wide professional learning on non student days • Administrative support on a quarterly basis at principal meetings • Additional professional resources and materials • A program to track and monitor professional learning for all staff • Provide additional cohorts of teachers for National Institute School Leadership (NISL) in the inquiry- based Teaching for Effective Learning (TEL) • Additional hourly rate for certificated teachers in all subject areas • Additional substitute coverage for certificated teachers in all areas • Additional professional learning through specialized training and conferences	$1,467,257.00	Yes
Action #4	Curriculum	Provide additional resources and materials related to supporting the implementation of the common core state standards for all content areas and for areas related to the California School Dashboard. • Resources and materials to support an articulated TK - Grade 12 mathematics pathway • Resources and materials to support an articulated TK - Grade 12 Reading	$1,590,840.00	Yes

Action #	Title	Description	Total Funds	Contributing

		Language Arts pathway
		• SIS (Edmentum) Courseware program license to support students grades 9 - 12 with alternative
		    courses, advancement, enrichment and credit recovery (EL, SWD)
		• Direct support to participate in additional college articulation opportunities including dual and
		    concurrent enrollment classes through Mount San Jacinto Community College (MSJC) (SWD,
		    Homeless & McKinney Vento)
		• Supplemental equipment and materials to support NGSS standards
		• Supplemental equipment and materials to support Career Technical Education (CTE) at the secondary
		    level (SWD, Homeless & McKinney Vento)
		• Equipment, materials and professional development to support Project Lead the Way (PLTW)
		    Biotechnology and Engineering programs at the secondary level
		• Supplemental equipment, materials, leadership training and conferences for students and staff to
		    support Agricultural programs at the secondary level (SWD, Homeless & McKinney Vento)
		• Supplemental equipment, materials, professional development, Career Technical Student Organization
		    (CTSO) memberships, student soft-skills training, infrastructure improvements and pathway specific
		    classroom technology upgrades to support Career Technical Education (CTE) programs at the
		    secondary level (SWD, Homeless & McKinney Vento)
		• Support the International Baccalaureate (IB) Primary Years Programme (PYP), Middle Years
		    Programme (MYP) and Diploma Programme (DP) at designated schools
		• Support Advancement Via Individual Determination (AVID): AA, Native American, SWD, Foster Youth
		    and McKinney Vento
		• Additional materials that supplement our core adoptions for Tier II and Tier III interventions: AA, Native
		    American, SWD, Foster Youth and McKinney Vento
		• Additional curriculum to support our Students with Disabilities: (Unique)
		
		*This action addresses the need to provide supplemental rigorous and targeted curriculum to improve student performance towards graduation, college/career readiness, as well as achievement in ELA & Math. SJUSD's Differently Abled students are currently performing two performance levels below All Students. In		

Action #	Title	Description	Total Funds	Contributing
		ELA, the district performed in the orange performance level, and specifically, Homeless and Differently Abled student groups are performing in the RED. Furthermore, English Learners (excluding reclassified English Proficient students) scored 60 points below All Students. In math, English Learners (excluding reclassified English proficient students), Homeless, Differently Abled, African American and Native American students are scoring in RED. Finally, SJUSD's College/Career indicator identifies the need to provide supplemental support to our CTE program to ensure equity in course access for Differently Abled, Homeless and McKinney Vento students.		

Action #	Title	Description	Total Funds	Contributing
Action #5	Direct Student Support	Provide the following actions directly supporting students to improve their academic outcomes: • Paper Tutoring for students in grades 4 - 12 • Additional resources and supplies to support the Ready, Set, Read initiative focused on literacy by grade 3 as well as supplemental technology supplies for site libraries • Academic intersession for identified students for credit recovery and intervention • Academic enrichment and support for identified student groups including African American, Native American, English Learners, SWD, and McKinney Vento • Support for academic competitions • All eligible students to take the PSAT/NMSQT in grade 10 and the SAT in grade 11 at no cost • All eligible students to take Advanced Placement exam(s) at no cost • All eligible students to take International Baccalaureate exam(s) at no cost • Support to each school to allow for academic field trips *This action addresses the need to provide direct services to specific student groups in order to increase graduation rates, increase College/Career indicator, as well as increasing achievement in ELA & Math. SJUSD's Differently Abled students are currently performing in ORANGE for graduation rates. In ELA, the district performed in the orange level, and specifically Homeless, McKinney Vento and Differently Abled student groups performed in RED. Furthermore, English Learners (excluding reclassified English Proficient students) scored 60 points below All Students. In math, English Learners (excluding reclassified English proficient students), Homeless, Differently Abled, African American and Native American student groups scored RED. Finally, SJUSD's College/Career indicator identifies the need for progress monitoring for all SJUSD students, as the district performed in the orange performance level. English Learners, Socioeconomically Disadvantaged, and Homeless students are performing at the district trend with an orange performance level, but Differently Abled students are achieving at RED.	$880,200.00	Yes

Action #	Title	Description	Total Funds	Contributing

Action #6	Targeted Academic Support for English Learners	• Expand the use of Rosetta Stone
		• Provide English 3D resources and additional professional development to support implementation and
		    increase language acquisition for English Learners, with a priority for Long-Term English Learners to
		    reclassify at the secondary level.
		• Provide EL Program Technician
		• Provide English Learner certificated support (FTE) X1
			$578,305.00	Yes

Action #7	Targeted Academic Support for Students with Disabilities	• Additional secondary site FTE's for the purpose of co-teaching in order to expand inclusion learning
		    opportunities X3
		
		• Provide Special Education Teacher on Special Assignment (TOSA)
		
		• Provide an 8 hour special education clerk to support data reviews to ensure that submitted Least
		    Restrictive Environment data is accurate
		
		• Provide a special education preschool teacher to staff a "least restrictive environment" inclusive
		    preschool class at one elementary school site
		
		• Provide two preschool instructional aides to staff a "least restrictive environment" inclusive preschool
		    class at one elementary school site
		
		• Provide a Transition Specialist to increase career outreach for completing students in order to respond
		    to post secondary needs
			$686,512.00	No

Action #	Title	Description	Total Funds	Contributing
Action #8	Educational Technology	Provide the following additional educational technology programs to support a blended learning model between teachers and students, support tiered intervention and keep students safe and up to date with their use of technology. • Pear Deck • Typing Club • Gimkit • Listenwise • Nearpod • Accelerate Education • Zearn • Math XL for dual enrollment classes • Learning A-Z • Raz Kids with English Learner support • Alludo for Professional Learning • Powerschool for teacher resources • READ 180 and System 44 for Tier III Intervention • Gaggle to monitor student communication • GoGuardian to assist teachers monitoring students • Additional Chromebooks to support district wide 1:1 *This action addresses the technological needs of students to support their performance towards graduation, college/career readiness, as well as achievement in ELA & Math. Specifically, SJUSD Differently Abled students are currently performing two performance levels below the overall district performance in graduation completion rates. In the area of ELA, the district performed in ORANGE, and specifically, Homeless and Differently Abled student group populations are performing in RED. English Learners (excluding reclassified English Proficient students) scored 60 points below the overall student population. In math, English Learners (excluding reclassified English proficient students), Homeless, Differently Abled, African American and Native American student groups scored RED.	$835,362.00	Yes
Action #9	Support Positions	Provide the following additional staff to support the action items and programs outlined in Goal 1 related to increasing academic achievement outcomes for our students as reported on the California School Dashboard in the areas of English Language Arts, Mathematics, English Learner Progress, College and Career Indicators including Career Technical Education and Implementation of Academic Standards. • Director of CTE and Special Programs (SWD, Homeless & McKinney Vento) • Director of English Learners (EL) • Additional technology staff	$8,749,437.00	Yes

Action #	Title	Description	Total Funds	Contributing

		• English Language Arts Teachers On Special Assignment (TOSA) X2 (African American, Foster Youth &
		    McKinney Vento, English Learners, Native American)
		• Additional middle school Spanish teachers X3
		• Provide BARR Program Coordinator and Counselor to assist with implementation of the program at
		    SJHS(African American, Foster Youth & McKinney Vento, English Learners, Native American
		• Math Teachers On Special Assignment (TOSA) X2 (African American, Foster Youth & McKinney Vento,
		    English Learners, Native American)
		• Additional middle school Spanish teachers X4
		• Educational Technology Teachers On Special Assignment (TOSA) X2
		• Additional Career Technical Education (CTE) staff including those contracted through Riverside County
		    Office of Education (RCOE) (SWD, Homeless & McKinney Vento)
		• Project Lead The Way (PLTW) teachers (ALL)
		• Dual Immersion teachers (ALL)
		• 2 additional FTE per elementary school site to provide academic, social emotional learning, and/or
		    behavior supplemental support: (priority student groups X14 (African American, Foster Youth &
		    McKinney Vento, English Learners, Native American)
		• Bilingual Instructional Aides (ALL) (EL)
		• Database Administrator (African American, Foster Youth & McKinney Vento, English Learners, Native American)
		
		*This action addresses the need to provide direct support to specific student groups to obtain progress towards graduation, college/career readiness and achievement in ELA & Math. Specifically, SJUSD Differently Abled students are currently performing two performance levels below the overall district performance in graduation completion rates. In the area of ELA, the district performed at ORANGE, and specifically, Homeless and Differently Abled students scored RED. Furthermore, English Learners (excluding reclassified English Proficient students) scored 60 points below the overall student population. In math, English Learners (excluding reclassified English proficient students), Homeless, McKinney Vento, Differently Abled, African American and Native American student groups scored RED. Finally, the SJUSD College/Career indicator for All Students was ORANGE. English Learners, Socioeconomically Disadvantaged, Homeless and McKinney Vento students are performing at the district trend, but Differently Abled students at RED.		

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	#2 - Student Engagement Create student engagement by embracing diversity and providing equitable access.

An explanation of why the LEA has developed this goal.

The Student Engagement goal was created to align with the California State Public School Accountability model and the California Dashboard. The goal includes metric outcome data and actions to support suspension and expulsion rates, chronic absenteeism, dropout rates, and specific programs and services targeted for unduplicated students in grades 3-12. The Student Engagement goal is also closely aligned with our local Board of Trustees priority to embrace diversity and provide equitable access for all students.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Programs and services developed and provided to unduplicated students grades 3-5	Data Source: Panorama Student Social Emotional Learning Survey 2020-2021 67% of students in grades 3-5 responded favorably having a sense of belonging at school	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	85% of students in grades 3-5 responded favorably having a sense of belonging at school
Programs and services developed and provided to unduplicated students grades 6-12	Data Source: Panorama Student Social Emotional Learning Survey 2020-2021 37% of students in grades 6-12 responded favorably having a sense of belonging at school	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	85% of students in grades 6-12 responded favorably having a sense of belonging at school

Suspension Rates	Data Source: California School Dashboard 2019 All Students: 3.5% suspended at least once (orange performance level) English Langauge Learner: 2.3% suspended at least once (yellow performance level) Foster Youth: 8.1% suspended at least once (red performance level) Homeless: 7.3% suspended at least once (red performance level) Differently Abled: 7.1% suspended at least once (orange performance level)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All Students: 2.6% suspended at least once (green performance level) English Langauge Learner: 1.0% suspended at least once (blue performance level) Foster Youth: 4.5% suspended at least once (green performance level) Homeless: 4.5% suspended at least once (green performance level) Socioeconomically Disadvantaged: 2.8% suspended at least once (green performance level) Differently Abled: 4.5% suspended at least once (green performance level)
Expulsion Rates	Data Source: DataQuest 2019-20 All students: 0.05% English Langauge Learner: 0.0% Foster Youth: 0.58% Homeless: 0.0% Socioeconomically Disadvantaged: 0.06% Differently Abled: 0.06%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All students: 0.0% English Langauge Learner: 0.0% Foster Youth: 0.0% Homeless: 0.0% Socioeconomically Disadvantaged: 0.0% Differently Abled: 0.0%

Chronic Absenteeism	Data Source: California School Dashboard 2019 All Students: 10.3% of students chronically absent (yellow performance level) English Langauge Learner: 7.3% of students chronically absent (yellow performance level) Foster Youth: 13.1% of students chronically absent (orange performance level) Homeless: 36.1% of students chronically absent (orange performance level) Socioeconomically Disadvantaged: 10.7% of students chronically absent (yellow performance level) Differently Abled: 14.7% of students chronically absent (orange performance level)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	8.8% of students chronically absent (green performance level) English Langauge Learner: 5.8% of students chronically absent (green performance level) Foster Youth: 10.0% of students chronically absent (green performance level) Homeless: 18.7% of students chronically absent (yellowperformance level) Socioeconomically Disadvantaged: % of students chronically absent (green performance level) Differently Abled: 10.0% of students chronically absent (green performance level)
High School Dropout Rate	Data Source: DataQuest 2019-20 All Students:3.1% English Langauge Learner: 4.3% Foster Youth: 14.8% Homeless: 7.1% Socioeconomically Disadvantaged: 3.3% Differently Abled: 6.4%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All Students: 2.1% English Langauge Learner: 3.0% Foster Youth: 7.0% Homeless: 3.5% Socioeconomically Disadvantaged: 2.1% Differently Abled: 3.0%

Middle School Dropout Rates	Data Source: CALPADS Report 1.12 2019-20 All Students: 0.0007	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All Students: 0.0%
School Attendance Rates	Data Source: Schoolzilla 2019-20 Attendance Report All Students: 95.6% English Langauge Learner: 96.3% Foster Youth: 95.9% Homeless: 94.3% Socioeconomically Disadvantaged: 95.6% Differently Abled: 94.2%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All Students: 98.0% English Langauge Learner: 98.0% Foster Youth:98.0% Homeless: 97.0% Socioeconomically Disadvantage 97.0% Differntly Abled Students: 97.0%

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Provide MTSS Social-Emotional Learning Activities	• Provide SEL professional development for staff • Provide SEL curriculum (Second Step & Character Strong) • Provide Care Solace contract for community outreach • Provide Positive Behavior Intervention Support (PBIS) Teachers on Special Assignment (TOSA) X2 • Support Leader in Me program at 1 elementary site *This action item addresses the need to support students throughout SJUSD with targeted MTSS Social Emotional Learning activities: Tier 1- All SJUSD students, Tier 2 & Tier 3-African American, Differently Abled, and Native American student groups	$433,583.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #2	MTSS Tiered Student Behavior Support	• Provide Student Success Room (SSR) Teachers (Tier 2) X 3 • Provide Academic, Social, Emotional Development (ASED) Room Teachers (Tier 3) X2. • Provide mental health support contract for TIER 3 therapy in ASED classrooms (CASA). • Provide professional development for behavior support (Akoben & Sprague) • Provide family engagement consultation & Coaching (Listen Ed) *This action item addresses the need to support students throughout SJUSD with targeted MTSS Student Behavior Support: Tier 1- All SJUSD students, Tier 2 & Tier 3-African American, Differently Abled, and Native American student groups	$748,061.00	Yes
Action #3	Equity & Access	• Provide Director of Equity X 1 • Secretary 1 for Director of Equity X 1 • Extra Duty Pay for Equity Task Force members • Travel and Conference • Consultants for Cultural Proficiency training and support • Professional Development Opportunities • Guest Speakers	$366,326.00	Yes
Action #4	Foster Youth & McKinney Vento Enrichment & Engagement	Provide Foster Youth & Homeless School Supplies, Fieldtrips, Extra-Curricular Activities, and Tutoring	$23,000.00	Yes
Action #5	African American Enrichment & Engagement	• Black history month school-wide events • HBCU fairs • Cultural enrichment intersession activities	$51,000.00	No

Action #	Title	Description	Total Funds	Contributing
Action #6	Student Mentoring Services	Provide mentoring services for targeted elementary and secondary sites: • Mind, Body & Soul (elementary & secondary) • Rise Above (elementary) *This action item addresses the need to support specific Tier 2 & Tier 3 student groups with mentoring services, to provide academic, social-emotional and behavioral strategies: Tier 2 & Tier 3 - Low Income, Foster Youth, Homeless, African American, Differently Abled, and Native American	$75,000.00	Yes
Action #7	Attendance Support	• Provide Attendance Specialists X 3 • Provide Attention2Attendance contract • Provide Districtwide incentives and awards *This action item addresses the need to support specific Tier 2 & Tier 3 student groups in the area of chronic absenteeism: Tier 2 & Tier 3- Native American, Foster Youth & McKinney Vento	$301,946.00	Yes
Action #8	Music Opportunities	• Provide elementary Music Teachers X 7 • Provide music curriculum, repair and new equipment • Provide mariachi music program (extended hours) • Provide orchestra strings program (extended hours)	$945,089.00	Yes
Action #9	Elementary Physical Education Opportunities	• Provide elementary Physical Education Teachers X 7	$776,805.00	Yes
Action #10	Districtwide ASCA Counseling Program	• Provide elementary and secondary counselors X 11 • Provide classified clerical staff for SJHS Counseling Center X 1 *This action item addresses the need to provide comprehensive counseling support throughout SJUSD: Tier 1- All SJUSD students, Tier 2 & Tier 3-English Learners, African American, Differently Abled, Foster Youth, McKinney Vento and Native American	$1,166,412.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #11	Mental Health Multi-tiered System of Support	• Provide Behavior Specialists X 2 • Provide Mental Health Psychologist X 3 • Provide Educational Therapists X 7 • Provide Mental Health Instructional Aides X 2 *This action item addresses the need to provide mental health support throughout SJUSD: Tier 1- All SJUSD students, Tier 2 & Tier 3-English Learners, African American, Differently Abled, Foster Youth, McKinney Vento and Native American	$1,656,171.00	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	#3 Conditions For Learning Create safe and inclusive learning environments through high quality staff, facilities, and community outreach.

An explanation of why the LEA has developed this goal.

The Conditions of Learning goal was created to align with the California State Public School Accountability model and the California Dashboard. The goal includes metric outcome data and actions to support Basic Services, Parent and Family Engagement and an annual Local Climate Survey. The Conditions of Learning goal is also closely aligned with our local Board of Trustees priority to create safe and inclusive learning environments through high quality staff, facilities, and community outreach.

All of the actions and metrics listed in Goal 3 will help achieve the goal. Beginning with the action for highly trained staff and the associated metric for full credentialed teachers, the action and related metric is specifically targeted to improve recruitment and retention of our educators. The action and related metric for 100% access to standards-aligned instructional materials for every student provides the resources at the District and school site level to meet the target and ensure the goal is met. Similarly, the action and related metric for facilities reflects the goal of safe and inclusive high quality facilities for our students and the community by investing in positions, classroom upgrades, and improvements to elevate campus culture. Finally, our parent engagement action specifically addresses our goal of diligent and comprehensive community outreach including enrollment center and student support staff. The action also includes the construction of a brand new parent center that will further our connection to students and families with direct services in support of the overall goal.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Efforts to seek parent input in decision making	Data Source: Panorama Family Survey 2020-2021 54% of family members feel schools value their opinion	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	90% of family members feel schools value their opinion
Promote parental participation in programs for unduplicated students	Data Source: Panorama Family Survey 2020-2021 77% of family members have been asked to volunteer at school	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	90% of family members have been asked to volunteer at school

Promote parental participation in programs for individuals with exceptional needs	Data Source: Panorama Family Survey 2020-2021 90% of family members responded favorably that the school provides them with information about programs and resources.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	95% of family members responded favorably that the school provides them with information about programs and resources
Teachers: fully credentialed and appropriately assigned	Data Source: Cal-SASS 100% of teachers fully credentialed and appropriately assigned	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of teachers fully credentialed and appropriately assigned
Standards-aligned instructional materials for every student	Data Source: Williams Inspection Report. 100% standards-aligned instructional materials for every student.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% standards-aligned instructional materials for every students
School facilities in "good repair" per CDE's Facility Inspection Tool (FIT)	Data Source: FIT Report 100% "good repair" on all FIT inspections	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% "good repair" on all FIT inspections
Implementation of Academic Content Standards across the district.	Data Source: California School Dashboard (Local Indicator Self-Reflection Tool 2019) Standard Met	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintain Standard Met

Actions

Action #	Title	Description	Total Funds	Contributing

Action #	Title	Description	Total Funds	Contributing
Action #1	Parent & Family Engagement	• Provide Parent Liaisons, Foster Youth and Native American Family Liaisons & Parent Engagement Specialists (ALL) • Provide Zoom Licensing for parent advisory meetings • Provide Districtwide Enrollment Center Staff: Enrollment Center Secretary (8 hour) X1, Enrollment Center Coordinator X1, Enrollment Technicians X2, • Provide new Parent Center Construction Funding • Provide Student Support Secretary X1 *This action item addresses the need to improve internal metrics related to parent satisfaction: seeking parent input, parental participation in programs supporting all students, but specifically Differently Abled students, English Learners, Foster Youth, Homeless, Low Income & Native American students.	$5,298,082.00	Yes
Action #2	Basic Services: Highly Trained Staff	• Provide Center for Teacher Innovation (CTI) Teacher on Special Assignment X3 • Provide Elementary Assistant Principals (ALL) • Provide Dean of Students X3 • Provide Nurses X6 • Provide Public Information Officer *This action item addresses the need to maintain 100% credentialed and appropriately assigned teachers, as well as provide highly trained staff in order to support student achievement throughout the district, but specifically for Differently Abled students, English Learners, Foster Youth, Homeless, Low Income & Native American students.	$2,467,511.00	Yes
Action #3	Basic Services: Access to Instructional Materials	• Provide District Librarian • Provide Library Media Technicians (ALL) *This action item addresses the need to improve student achievement by providing standards-based aligned instructional materials for all students, but specifically to support Differently Abled students, English Learners, Foster Youth, Homeless, Low Income & Native American students.	$1,020,608.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #4	Basic Services: Facilities	• Provide Classroom Leases • Provide Pool Loan • Provide CTE Grant Matching Funds for Metal Fabrication Facility • Provide Assistant Facilities and Operations Director • Provide Facilities Project Manager *This action item addresses the need to provide high quality facilities for all students throughout SJUSD, but additionally support Differently Abled students, English Learners, Foster Youth, Homeless, Low Income & Native American students.	$1,526,560.00	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]

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
32.66%	$28,517,914.00

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.

San Jacinto Unified School District's unduplicated students (Foster Youth, English Learners and Low Income) will have increased and improved services in the amount of 32.66% in the following manner:

Goal #1:
Action #1-Homeless and Foster Youth students scored at the RED performance level in ELA and English Learners scored 60 points below the overall student population. In math, Homeless, Foster Youth and English Learners scored at the RED performance level. These students are performing two levels below the SJUSD overall student performance level. Furthermore, English Learners, Low Income, Foster Youth and Homeless students are performing at the district trend with an ORANGE performance level for the College and Career indicator. This action item addresses the need for SJUSD to provide a variety of learning data platforms to assess students' current achievement levels in Reading, Math, Language Acquisition and College and Career readiness. This is an effective action item because it allows SJUSD to monitor academic progress of these high need student groups. By monitoring Homeless, Foster Youth, Low Income, and English Learner student data points, along with yearlong progress monitoring, these student groups will increase their performance levels on future academic performance indicators (ELA, Math, CCR), minimally moving these students out of the RED and ORANGE performance levels, to YELLOW and GREEN performance status.

Action #2 & Action #3 - Homeless and Foster Youth students scored at the RED performance level in ELA and English Learners scored 60 points below the overall student population. In math, Homeless, Foster Youth and English Learners scored at the RED performance level. These students are performing two levels below the SJUSD overall

student performance level. Furthermore, English Learners, Low Income, Foster Youth and Homeless students are performing at the district trend with an ORANGE performance level for the College and Career indicator. This action item addresses the need to improve these students' academic achievement in the areas of ELA and Math by providing professional development to educators. Implementing research based strategies, standards and skills activities and materials, helps educators deepen their understanding and implementation of their grade level content standards. These are effective action items because they afford educators the opportunity to develop their skills at differentiating instructional delivery models, which allows for teachers to better address the needs of these specific student groups. By providing high quality instructional practices and materials, Homeless, Foster Youth, Low Income, and English Learner students will increase their academic performance levels on future performance indicators (ELA, Math, CCR), moving these students out of the RED and ORANGE performance levels and minimally moving to YELLOW and GREEN performance status.

Action #4 - Homeless and Foster Youth students scored at the RED performance level in ELA and English Learners scored 60 points below the overall student population. In math, Homeless, Foster Youth and English Learners scored at the RED performance level. These students are performing two levels below the SJUSD overall student performance level. Furthermore, English Learners, Low Income, Foster Youth and Homeless students are performing at the district trend with an ORANGE performance level for the College and Career indicator. This action provides supplemental programs and resources to these students for the purpose of enrichment, remediation and career exploration. Programs and resources are, but not limited to, Career Technical Education classes and pathways, community college partnerships, supplemental NGSS equipment, International Baccalaureate (IB) and AVID opportunities. By providing supplemental programs and resources to Homeless, Foster Youth, Low Income, and English Learner students, they are exposed to additional instructional and/or learning opportunities and provides them with supplemental opportunities to increase their academic performance levels on future performance indicators (ELA, Math, CCR), moving these students out of the RED and ORANGE performance levels and minimally moving to YELLOW and GREEN performance status.

Action #5 - Homeless and Foster Youth students scored at the RED performance level in ELA and English Learners scored 60 points below the overall student population. In math, Homeless, Foster Youth and English Learners scored at the RED performance level. These students are performing two levels below the SJUSD overall student performance level. Furthermore, English Learners, Low Income, Foster Youth and Homeless students are performing at the district trend with an ORANGE performance level for the College and Career indicator. By providing activities such as, but not limited to, additional tutoring opportunities, additional literacy resources, academic intersessions for the purpose of intervention, enrichment, and educational technology, these student groups are receiving additional opportunities to accelerate their learning. As a result, they will also increase their opportunities to improve academic performance levels on future performance indicators (ELA, Math, CCR), moving these students out of the RED and ORANGE performance levels and minimally moving to YELLOW and GREEN performance status.

Action #6 - In English Language Arts, English Learners scored 60 points below the overall student population. In math, English Learners scored at the RED performance level and performing two performance levels below the overall student population. Furthermore, English Learners are scoring at the ORANGE performance level for the College & Career indicator. To address the needs of English Learners, SJUSD is providing Rosetta Stone and English 3D curriculum, funding an EL Program Technician to monitor LTEL data and reclassification process, and a specialty EL teacher. By providing these specific actions for English Learner students, they will increase their performance levels they will have elevated opportunities to interact with English Language Development strategies and participate in a methodical and systematic monitoring and assessing program. This in turn will increase their future academic performance indicators (ELA, Math,CCR), moving out of the RED and ORANGE performance levels and minimally moving to YELLOW and GREEN performance status.

Action #8. Homeless and Foster Youth students scored at the RED performance level in ELA and English Learners scored 60 points below the overall student population. In math, Homeless, Foster Youth and English Learners scored at the RED performance level. These students are performing two levels below the SJUSD overall student performance level. Furthermore, English Learners, Low Income, Foster Youth and Homeless students are performing at the district trend with an ORANGE performance level for the College and Career indicator. This action provides these unduplicated student groups with a blended learning model between teachers and students, and supports their tiered intervention. Furthermore, it keeps these student groups safe and up to date with their use of 21st century strategies and skills. By providing these educational technology opportunities to these student groups, they are better prepared to learn in a safe and technologically advanced instructional environment, allowing them to increase rigor throughout their instructional program. This will increase their academic performance levels on future performance indicators (ELA, Math, CCR), moving out of the RED and ORANGE performance levels and minimally moving to YELLOW and GREEN performance status.

Action #9- Homeless and Foster Youth students scored at the RED performance level in ELA and English Learners scored 60 points below the overall student population. In

math, Homeless, Foster Youth and English Learners scored at the RED performance level. These students are performing two levels below the SJUSD overall student performance level. Furthermore, English Learners, Low Income, Foster Youth and Homeless students are performing at the district trend with an ORANGE performance level for the College and Career indicator. This action item continues to address the need to provide direct support to Foster Youth, English Learners and Low-income students through additional staffing. These additional support positions include, but are not limited to, two additional certificated support positions at each elementary site to address these students' specific academic needs in a multi-tiered system of academic support, a BARR program at San Jacinto High School, and Bilingual Instructional Aides throughout our district in our English Learner classrooms. By providing additional and direct support to these specific student groups, they receive additional opportunities to learn content standards and master their grade-level concepts. This will increase their academic performance levels on future performance indicators (ELA, Math, CCR), moving out of the RED and ORANGE performance levels and minimally moving to YELLOW and GREEN performance status.

Goal #2:
Action #1, #2 & #11 - Foster Youth and Homeless students scored below the district trend for chronic absenteeism with a performance level of ORANGE. Furthermore, they scored at the RED performance level for the suspension indicator. Also on a local school climate indicator, only 58% of SJUSD students (inclusive of Foster Youth, Homeless, Low Income, and English Learners) stated they believed their teachers to be excited about teaching their classes. To address these identified needs centering on student engagement, SJUSD created these three action items to provide tiered support in the areas of social-emotional learning, behavior, and positive mental health strategies. These action items provide direct services to these students and their families and provide alternatives to suspension, proactive behavioral and mental health approaches, and a variety of family engagement strategies. By addressing these specific student engagement needs through a multi-tiered system of support, Foster Youth and Homeless students will be more engaged with their educational program and decrease their chronic absenteeism rate minimally from orange to yellow. Additionally, Foster Youth and Homeless students can reduce suspensions and minimally move from the RED performance level to ORANGE or YELLOW. Finally, local climate survey indicators will determine an increase in students believing their teachers are excited about teaching their classes.

Action #3 - Foster Youth and Homeless students scored below the district trend for chronic absenteeism with a performance level of ORANGE. Furthermore, they scored at the RED performance level for the suspension indicator. Also on a local school climate indicator, only 58% of SJUSD students (inclusive of Foster Youth, Homeless, Low Income, and English Learners) stated they believed their teachers to be excited about teaching their classes. This action item will address these identified needs by focusing on equitable practices throughout the organization and ensuring these specific student groups have access to a high quality instructional program that engages them with their learning environment. SJUSD will provide a Director of Equity to evaluate and monitor this work and to coordinate and provide professional development opportunities for all educators. As Foster Youth, Homeless and Low Income students are immersed into an equitable educational environment, one that plans for and supports access to rigorous and high-quality experiences, Foster Youth and Homeless students will be more engaged with their educational program and decrease their chronic absenteeism rate minimally from orange to yellow. Additionally, Foster Youth and Homeless students can reduce suspensions and minimally move from the RED performance level to ORANGE or YELLOW. Finally, local climate survey indicators will determine an increase in students believing their teachers are excited about teaching their classes.

Action #4 - Foster Youth and Homeless students scored below the district trend for chronic absenteeism with a performance level of ORANGE. Furthermore, they scored at the RED performance level for the suspension indicator. Also on a local school climate indicator, only 58% of SJUSD students (inclusive of Foster Youth) stated they believed their teachers to be excited about teaching their classes. This action item addresses the specific needs of Foster Youth and Homeless students by providing supplemental materials, resources, and educational experiences to them. These supplemental services are, but not limited to, school supplies, educational fieldtrips, extra-curricular activities and tutoring. When Foster Youth and Homeless students are provided supplemental enrichment opportunities such as these, they are more likely to be engaged with their educational program and decrease their chronic absenteeism rate minimally from orange to yellow. Additionally, Foster Youth and Homeless students can reduce suspensions and minimally move from the RED performance level to ORANGE or YELLOW. Finally, local climate survey indicators will determine an increase in students believing their teachers are excited about teaching their classes.

Action #6 - Foster Youth and Homeless students scored below the district trend for chronic absenteeism with a performance level of ORANGE. Furthermore, they scored at the RED performance level for the suspension indicator. Also on a local school climate indicator, only 58% of SJUSD students (inclusive of Foster Youth & Low Income) stated they believed their teachers to be excited about teaching their classes. This action provides mentoring services to students who fall within these identified student groups. Foster Youth, Homeless and Low Income students who have positive role models in their lives, to support their overall school engagement, have the opportunity to decrease their chronic absenteeism rate minimally from orange to yellow. Additionally, Foster Youth and Homeless students can reduce suspensions and minimally move from the RED

performance level to ORANGE or YELLOW. Finally, local climate survey indicators will determine an increase in students believing their teachers are excited about teaching their classes.

Action #7- Foster Youth and Homeless students scored below the district trend for chronic absenteeism with a performance level of ORANGE. This action addresses the need to monitor Foster Youth, Homeless students' attendance patterns. As these student groups are identified as needing additional support, SJUSD will provide attendance staffing and resources, along with student incentives to help these identified student groups attend school on a regular basis. As Foster Youth and Homeless students better engage with their educational experiences and opportunities, their chronic absenteeism rates will decrease minimally from ORANGE to YELLOW.

Actions #8 & #9- Foster Youth and Homeless students scored below the district trend for chronic absenteeism with a performance level of ORANGE. Furthermore, they scored at the RED performance level for the suspension indicator. To address these identified needs, SJUSD has created two action items that will provide elementary Foster Youth and Homeless students with music and physical education enrichment opportunities. As students are provided with these enrichment opportunities, at the elementary level, their engagement and connectedness to school will improve, causing the Foster Youth and Homeless chronic absenteeism and suspension indicators to minimally reduce from RED and ORANGE, to ORANGE and YELLOW.

Action #10 - Foster Youth and Homeless students scored below the district trend for chronic absenteeism with a performance level of ORANGE. Furthermore, they scored at the RED performance level for the suspension indicator. This action item supports a TK-12 comprehensive ASCA Model counseling program throughout SJUSD. Elementary and secondary counselors provide a multi-tiered system of support to Foster Youth and Homeless students by addressing their social-emotional and behavioral needs. This support leads to improved engagement with their school experiences. As Foster Youth and Homeless students improve their engagement with their educational programs, their chronic absenteeism and suspension rates will decrease minimally from RED and ORANGE, to ORANGE and YELLOW.

Goal #3:
Action #1 - The parents of Foster Youth, Homeless, Low Income, and English Learner students participated in a local climate survey asking them how concerned they were about their child's relationship with adults at school. Only 69% of these families submitted a positive score. Furthermore, only 41% of these families stated they were satisfied with the way learning is structured for their child. This action item addresses the need to engage and collaborate with parents throughout SJUSD. This will be accomplished through supporting a districtwide family liaison staffing initiative, providing a community engagement specialist, and providing additional parent and community outreach to the families of Foster Youth and Homeless students with the staffing of a Foster Youth and Homeless family liaison. Furthermore, funding a districtwide Zoom software license will allow parents another choice for engaging with the school district when in-person opportunities are not feasible. Finally, SJUSD will support a fully staffed enrollment and parent center to provide families with extraordinary customer service and enhance communication protocols. Supporting and expanding parent and community engagement opportunities and allowing parents to have a voice in their children's education will increase their overall satisfaction and ultimately, increase the SJUSD parent survey indicators.

Action #2 - The parents of Foster Youth, Homeless, Low Income, and English Learner students participated in a local climate survey asking them how concerned they were about their child's relationship with adults at school. Only 69% of these families submitted a positive score. Furthermore, only 41% of these families stated they were satisfied with the way learning is structured for their child. Creating an action item that addresses highly qualified and well-trained teachers and support staff is a critical component to students and parents feeling satisfied with their student and adult relationships at school. It is also critical to a parent's satisfaction with his/her child's overall learning environment. As SJUSD continues to recruit and then support new teachers with Center for Teacher Innovation (CTI) teachers on special assignment, and provide full-time assistant principals and Dean of Students at each school site, creating and maintaining a highly trained staff throughout the district becomes a reality. Furthermore, students' safety is improved with highly qualified nurses. When Foster Youth, Homeless, Low Income and English Learner students interact with highly qualified and highly trained staff, relationships mature and strengthen and school engagement improves. This will lead to an increase in parents' overall satisfaction with their children's education and will be measured on future parent survey indicators.

Action #3 - The parents of Foster Youth, Homeless, Low Income, and English Learner students participated in a local climate survey asking them how satisfied they were with the way learning is structured for their child. Only 41% of these families submitted a positive score. This action item ensures these specific student groups have access to standards aligned instructional materials throughout their instructional program. Having high-quality instructional materials that are relevant and aligned to the Common Core State Standards will help to improve these students' overall learning environment. As the learning environment improves, so will parent satisfaction with their children's learning opportunities. This will lead to an increase in parent satisfaction survey indicators.

Action items that are continuing from the previous 3-year LCAP cycle are as follows:

Goal #1
Goal #1 action items carried over from the previous 3-year LCAP cycle were deemed effective due to SJUSD's overall student graduation rate scoring at the Green performance level. Furthermore, Foster Youth and Socioeconomically Disadvantage students scored in the blue performance level for ELA and Math. Additionally, English Learners and Homeless students continue to achieve in the green performance level. SJUSD's English Learner, Foster Youth, and Socioeconomically Disadvantaged student groups showed continuous improvement in moving from the orange performance level to the yellow performance level. The Mathematics indicator was another area of identified improvement for SJUSD students. Students exhibited continuous improvement moving from the orange to the yellow performance level. English Learner, Foster Youth, and Socioeconomically Disadvantaged students continue to perform at or above the district trend as each group also performed within the yellow performance level. SJUSD's Foster Youth population performed above the district trend and all other student groups for the College/Career Indicator as reported on the CA Dashboard. The student group performed at the yellow performance level. SJUSD's English Learners (inclusive of reclassified English Learners within 4 years), Foster Youth, and Socioeconomically Disadvantaged student groups show growth on the English Language Arts indicator as reported by the CA Dashboard. Students identified in these student groups showed continuous improvement in moving from the orange performance level to the yellow performance level. The Mathematics Indicator was another area of identified improvement for SJUSD students. Students exhibited continuous improvement moving from the orange to the yellow performance level as reported by the CA Dashboard. Students identified in the English Learners (inclusive of reclassified English Learners within 4 years), Foster Youth, and Socioeconomically Disadvantaged groups continue to perform at or above the district trend as each group also performed within the yellow performance level.

*Learning Data Platforms-iReady, Exact Path, Renaissance learning, Tableau, Panorama, Aeries Analytics and Illuminate
*Professional Learning-Corwin contract & extra duty pay
*Standards-Based instructional materials-PLTW, CTE, specialized training (AVID, IB, DI, etc.)
*Direct Student Support-academic intersessions, academic enrichment, academic competitions, no cost exams,
*Targeted English Learners-Rosetta Stone, English 3D
*Targeted Students with Disabilities-inclusion model through extra secondary FTEs, SPED TOSA
*Educational Technology-software, Chromebooks
*Support Positions-Director CTE, ELA TOSA, Math TOSA, Middle School Spanish teachers, BARR, CTE Teachers

Goal #2
Goal #2 action items carried over from the previous 3-year LCAP cycle were deemed effective due to SJUSDs Chronic Absenteeism indicator reflecting continuous improvement. The overall student population showed growth in this area moving from the orange to the yellow performance level. English Learner and Socioeconomically Disadvantaged students continue to perform at or above the district trend; both student groups are in the yellow performance level. Furthermore, SJUSD's English Learners exceeded the district trend for the Suspension indicator. The student group achieved the yellow performance level, which surpasses the district's orange performance level. Finally, SJUSD continues to embrace the implementation and use of restorative practices, which is evident by our 0.05% expulsion rate.
*Social-Emotional Learning MTSS Support-professional development, curriculum, outside agency contracts
*Student behavior MTSS Support-Tier 2 & 3 classrooms, outside agency contracts, professional development,
*Equity & Access-professional development
*Foster Youth & McKinney Vento-supplies, fieldtrips, extracurricular activities
*African American Enrichment-cultural enrichment sessions, HBCU fairs
*Student Mentoring-Mind, Body, Soul
*Attendance Support-Attendance Specialists, software, districtwide incentives and awards
*Music Opportunities-elementary music teachers, curriculum, equipment, mariachi and orchestra programs
*ASCA Counseling Program-districtwide counselors, clerical support
*Mental Health Support-behavioral specialists, mental health psychologist, educational therapists, instructional aides

Goal #3
Goal #3 action items carried over from the previous 3-year LCAP cycle were deemed effective due to SJUSD continues to ensure 100% of teachers are fully credentialed and appropriately assigned. Furthermore, SJUSD provides 100% standards-aligned instructional materials for all students. Additionally, SJUSD continues to receive 100% "good repair" on all FIT inspections. This translates into safer and cleaner schools for students. Finally, Teacher-Student relationships for grades 3-5, based on SJUSD's local administration of the Panorama Student Social Emotional Learning survey, indicated 89% of students submitted a positive marking for this topic.
* Parent & Family Engagement-liaisons, community engagement specialist
*Highly Trained Staff-CTI TOSA, elementary assistant principals, deans, nurses, public information officer
*Access to Instructional Materials-district librarian, library media technicians
*Facilities-assistant facilities & operations director, facilities project manager

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

Goal #1 -Homeless and Foster Youth students scored at the RED performance level in ELA and English Learners scored 60 points below the overall student population. In math, Homeless, Foster Youth and English Learners scored at the RED performance level. These students are performing two levels below the SJUSD overall student performance level. Furthermore, English Learners, Low Income, Foster Youth and Homeless students are performing at the district trend with an ORANGE performance level for the College and Career indicator. SJUSD is supporting Foster Youth, English Learners, and Low-Income students, and increasing and improving services by providing learning data such as: i-Ready, Exact Path, NWEA MAP, Sandi Fast, LAS Links, and Schoolzilla.

SJUSD is providing standards and skills activities and materials such as site-based push in professional development to support elementary teachers and secondary English and Math teachers.
Additional materials and resources to support Dual Language Immersion students is available as well. District-wide professional learning, centered on research-based strategies is provided to certificated, classified and management staff. This includes specific non-student days, principal quarterly meetings, participation in National School Leadership Institute (NISL) and Teaching for Effective Learning (TEL). Staff is provided with additional hourly pay and substitute coverage as needed. Resources and materials to support an articulated TK-12 mathematics pathway and TK-12 Reading Language Arts pathway are provided. SIS Courseware program licensing to support students' grades with alternative courses, advancement, enrichment and credit recovery is available. Direct support to participate in additional college articulation opportunities, including dual and concurrent enrollment classes through Mount San Jacinto Community College are provided. Also available are supplemental equipment and materials to support NGSS standards, supplemental equipment and materials to support Career Technical Education (CTE), equipment, materials and professional development to support Project Lead the Way (PLTW) programs at the secondary level, supplemental equipment, materials, leadership training and conferences for students and staff to support Agricultural programs at the secondary level. Career Technical Student Organization (CTSO) memberships, student soft-skills training are available. Infrastructure improvements and pathway specific classroom technology upgrades to support Career Technical Education (CTE) programs at the secondary level, International Baccalaureate (IB) Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP) at designated schools, Advancement Via Individual Determination (AVID), and additional materials that supplement our core adoptions for Tier II and Tier III interventions are provided. Also provided are Paper Tutoring for students in grades 4 – 12, additional resources and supplies to support the Ready, Set, Read initiative focused on literacy by grade 3 as well as supplemental technology supplies for site libraries, academic intersession for identified students for credit recovery and intervention, academic enrichment, support for academic competitions, application fees for PSAT/NMSQT, SAT, Advanced Placement, International Baccalaureate, and support to each school to allow for academic field trips. Targeted support for English Learners will specifically include the expansion of Rosetta Stone, English 3D, a new EL Program Technician, and 1 certificated position to provide EL Support. Educational Technology will be provided such as Pear Deck, Typing Club, Gimkit, Listenwise, Nearpod, Accelerate Education, Zearn, Math XL for dual enrollment classes, Learning A-Z, Raz Kids with English Learner support, Alludo for Professional Learning, Powerschool for teacher resources, READ 180 and System 44 for Tier III Intervention, Gaggle to monitor student communication, GoGuardian to assist teachers monitoring students and additional Chromebooks to support district wide 1:1.

Finally, a variety of support positions are provided such as Director of CTE, Director of English Learners, additional technology staff, two English Language Arts Teachers On

Special Assignment (TOSA), four additional middle school Spanish teachers, BARR Program Coordinator and Counselor to assist with implementation of the program at SJHS, two Math Teachers On Special Assignment (TOSA), two Educational Technology Teachers On Special Assignment (TOSA), additional Career Technical Education (CTE) staff, including those contracted through Riverside County Office of Education (RCOE), Project Lead The Way (PLTW) teachers, Dual Immersion teachers, two additional certificated positions per elementary school site to provide academic, social emotional learning, and/or behavior supplemental support, Bilingual Instructional Aides, and a Database Administrator.

These action items found in Goal #1 are increasing and improving services for Homeless, Foster Youth, Low Income, and English Learner students and were created for the purpose of increasing these students' academic performance indicators for English Language Arts, Math and College & Career readiness indicators. These students will minimally move from RED and ORANGE performance levels, to YELLOW and GREEN performance status.

Goal #2: Foster Youth and Homeless students scored below the district trend for chronic absenteeism with a performance level of ORANGE. Furthermore, they scored at the RED performance level for the suspension indicator. Also on a local school climate indicator, only 58% of SJUSD students (inclusive of Foster Youth, Homeless, Low Income, and English Learners) stated they believed their teachers to be excited about teaching their classes. SJUSD is supporting Foster Youth, English Learners, and Low-Income students, and increasing and improving services by providing SEL professional development for staff, SEL curriculum (Second Step & Character Strong), Care Solace contract for community outreach, two Positive Behavior Intervention Support (PBIS) Teachers on Special Assignment (TOSA), Leader in Me program at 1 elementary site, three Student Success Room (SSR) teachers, two Academic, Social, Emotional Development (ASED) Room Teachers (Tier 3), mental health support contract for TIER 3 therapy in ASED classrooms (CASA), professional development for behavior support, family engagement consultation & coaching, Director of Equity, Secretary 1 for Director of Equity, extra duty pay for equity task force members, travel and conference, consultants for Cultural Proficiency training and support, additional professional development opportunities, and guest speakers. Additionally, SJUSD is providing Foster Youth school supplies, fieldtrips, extra-curricular activities and tutoring. Mentoring services are provided for both elementary and secondary students, three attendance specialists, Attention2Attendance contract, district-wide incentives and awards, seven elementary Music Teachers, music curriculum, repair and new equipment, mariachi music program, an orchestra strings program, seven elementary physical education teachers, eleven school counselors, and a SJHS Counseling Center facility. Two Behavior Specialists, three Psychologists, seven Educational Therapists, and two Mental Health Instructional Aides.

These action items found in Goal #2 are increasing and improving services for Homeless, Foster Youth, Low Income, and English Learner students and were created for the purpose of increasing these students' engagement with their educational environment. As students are more engaged in their learning, they will decrease their chronic absenteeism rate minimally from orange to yellow. Additionally, Foster Youth and Homeless students will reduce suspensions and minimally move from the RED performance level to ORANGE or YELLOW. Finally, local climate survey indicators will determine an increase in students believing their teachers are excited about teaching their classes.

Goal #3: The parents of Foster Youth, Homeless, Low Income, and English Learner students participated in a local climate survey asking them how concerned they were about their child's relationship with adults at school. Only 69% of these families submitted a positive score. Furthermore, only 41% of these families stated they were satisfied with the way learning is structured for their child. SJUSD is supporting Foster Youth, English Learners, and Low-Income students, and increasing and improving services by providing Parent Liaisons, Foster Youth and Native American Family Liaisons & Parent Engagement Specialists, Zoom Licensing for parent advisory meetings, one Enrollment Center Secretary, one Enrollment Center Coordinator, two Enrollment Technicians, and Parent Center facility, one Student Support Secretary, three Center for Teacher Innovation (CTI) Teacher on Special Assignment (TOSA), seven Elementary Assistant Principals, three Dean of Students, Campus Security staff, Campus Aides, six nurses, one Public Information Officer, a District Librarian, Library Media Technicians, classroom leases, pool loan, CTE Grant Matching Funds for Metal Fabrication Facility, one Assistant Facilities and Operations Director, and one Facilities Project Manager.

These action items found in Goal #3 are increasing and improving services for Homeless, Foster Youth, Low Income, and English Learner students and were created for the purpose of increasing local SJUSD climate indicators that measure student and parent satisfaction with adult to student relationships and student learning structures.

Total Expenditures Table

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Learning Data		$947,421.00	$0.00	$0.00	$0.00	$947,421.00
1	2	Standards and Skills Activities and Materials		$645,000.00	$0.00	$0.00	$0.00	$645,000.00
1	3	Research Based Strategies and Professional Learning		$1,467,257.00	$0.00	$0.00	$0.00	$1,467,257.00
1	4	Curriculum		$1,590,840.00	$0.00	$0.00	$0.00	$1,590,840.00
1	5	Direct Student Support		$880,200.00	$0.00	$0.00	$0.00	$880,200.00
1	6	Targeted Academic Support for English Learners		$389,305.00	$0.00	$0.00	$189,000.00	$578,305.00
1	7	Targeted Academic Support for Students with Disabilities	Students with Disabilities	$0.00	$686,512.00	$0.00	$0.00	$686,512.00
1	8	Educational Technology		$835,362.00	$0.00	$0.00	$0.00	$835,362.00
1	9	Support Positions		$7,553,950.00	$0.00	$0.00	$1,195,487.00	$8,749,437.00
2	1	Provide MTSS Social-Emotional Learning Activities		$187,000.00	$0.00	$0.00	$246,583.00	$433,583.00
2	2	MTSS Tiered Student Behavior Support		$748,061.00	$0.00	$0.00	$0.00	$748,061.00
2	3	Equity & Access		$366,326.00	$0.00	$0.00	$0.00	$366,326.00
2	4	Foster Youth & McKinney Vento Enrichment & Engagement		$23,000.00	$0.00	$0.00	$0.00	$23,000.00

2	5	African American Enrichment & Engagement	African American	$51,000.00	$0.00	$0.00	$0.00	$51,000.00
2	6	Student Mentoring Services		$75,000.00	$0.00	$0.00	$0.00	$75,000.00
2	7	Attendance Support		$301,946.00	$0.00	$0.00	$0.00	$301,946.00
2	8	Music Opportunities		$945,089.00	$0.00	$0.00	$0.00	$945,089.00
2	9	Elementary Physical Education Opportunities		$776,805.00	$0.00	$0.00	$0.00	$776,805.00
2	10	Districtwide ASCA Counseling Program		$1,166,412.00	$0.00	$0.00	$0.00	$1,166,412.00
2	11	Mental Health Multi-tiered System of Support		$1,029,406.00	$626,765.00	$0.00	$0.00	$1,656,171.00
3	1	Parent & Family Engagement		$5,298,082.00	$0.00	$0.00	$0.00	$5,298,082.00
3	2	Basic Services: Highly Trained Staff		$2,467,511.00	$0.00	$0.00	$0.00	$2,467,511.00
3	3	Basic Services: Access to Instructional Materials		$1,020,608.00	$0.00	$0.00	$0.00	$1,020,608.00
3	4	Basic Services: Facilities	All	$1,526,560.00	$0.00	$0.00	$0.00	$1,526,560.00

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$30,292,141.00	$1,313,277.00	$0.00	$1,631,070.00	$33,236,488.00

Total Personnel	Total Non-Personnel
$20,371,383.00	$12,865,105.00

Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Learning Data	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$947,421.00	$947,421.00
1	2	Standards and Skills Activities and Materials	LEA-wide	English Learners	All Schools	$645,000.00	$645,000.00
1	3	Research Based Strategies and Professional Learning	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$1,467,257.00	$1,467,257.00
1	4	Curriculum	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$1,590,840.00	$1,590,840.00
1	5	Direct Student Support	LEA-wide	English Learners, Foster Youth	All Schools	$880,200.00	$880,200.00
1	6	Targeted Academic Support for English Learners	LEA-wide	English Learners	All Schools	$389,305.00	$578,305.00
1	8	Educational Technology	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$835,362.00	$835,362.00
1	9	Support Positions	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$7,553,950.00	$8,749,437.00
2	1	Provide MTSS Social-Emotional Learning Activities	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$187,000.00	$433,583.00

2	2	MTSS Tiered Student Behavior Support	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$748,061.00	$748,061.00
2	3	Equity & Access	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$366,326.00	$366,326.00
2	4	Foster Youth & McKinney Vento Enrichment & Engagement	LEA-wide	Foster Youth	All Schools	$23,000.00	$23,000.00
2	6	Student Mentoring Services	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$75,000.00	$75,000.00
2	7	Attendance Support	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$301,946.00	$301,946.00
2	8	Music Opportunities	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$945,089.00	$945,089.00
2	9	Elementary Physical Education Opportunities	Schoolwide	English Learners, Foster Youth, Low Income	All Elementary Sites	$776,805.00	$776,805.00
2	10	Districtwide ASCA Counseling Program	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$1,166,412.00	$1,166,412.00
2	11	Mental Health Multi-tiered System of Support	Schoolwide	English Learners, Foster Youth, Low Income	All Elementary Sites	$1,029,406.00	$1,656,171.00
3	1	Parent & Family Engagement	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$5,298,082.00	$5,298,082.00
3	2	Basic Services: Highly Trained Staff	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$2,467,511.00	$2,467,511.00

| 3 | 3 | Basic Services: Access to Instructional Materials | LEA-wide | English Learners, Foster Youth, Low Income | All Schools | $1,020,608.00 | $1,020,608.00 |

Totals by Type	Total LCFF Funds	Total Funds
Total:		
LEA-wide Total:	$26,908,370.00	$28,539,440.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$1,806,211.00	$2,432,976.00

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.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **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**.

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 rsate 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.