LCFF Budget Overview for Parents

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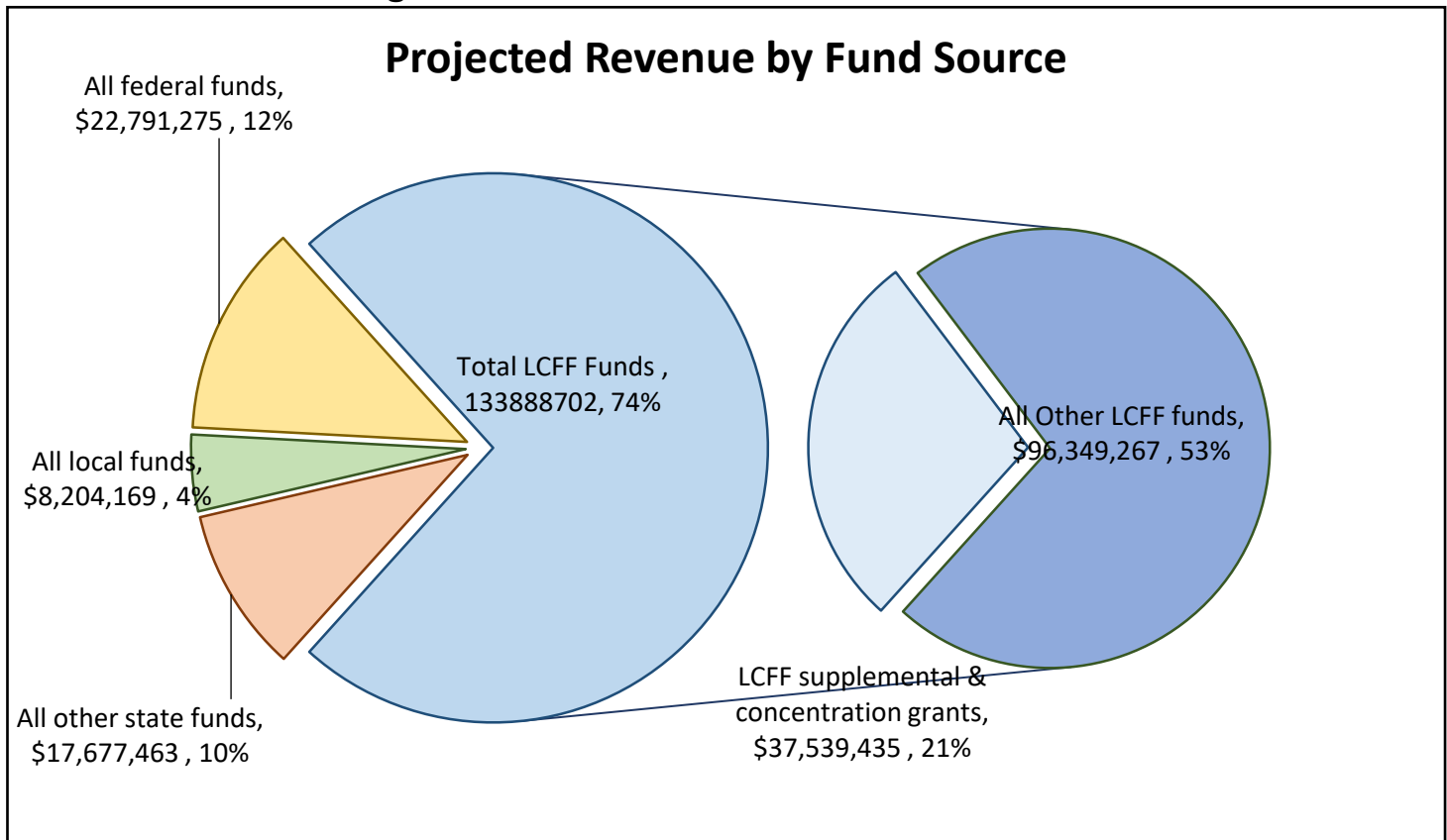
CDS Code: 33-67249

School Year: 2022 – 23

LEA contact information: Dr. Vanessa Gomez

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

Budget Overview for the 2022 – 23 School Year

Projected Revenue by Fund Source

All federal funds, $22,791,275 , 12%

Total LCFF Funds , 133888702, 74%

All Other LCFF funds, $96,349,267 , 53%

All local funds, $8,204,169 , 4%

All other state funds, $17,677,463 , 10%

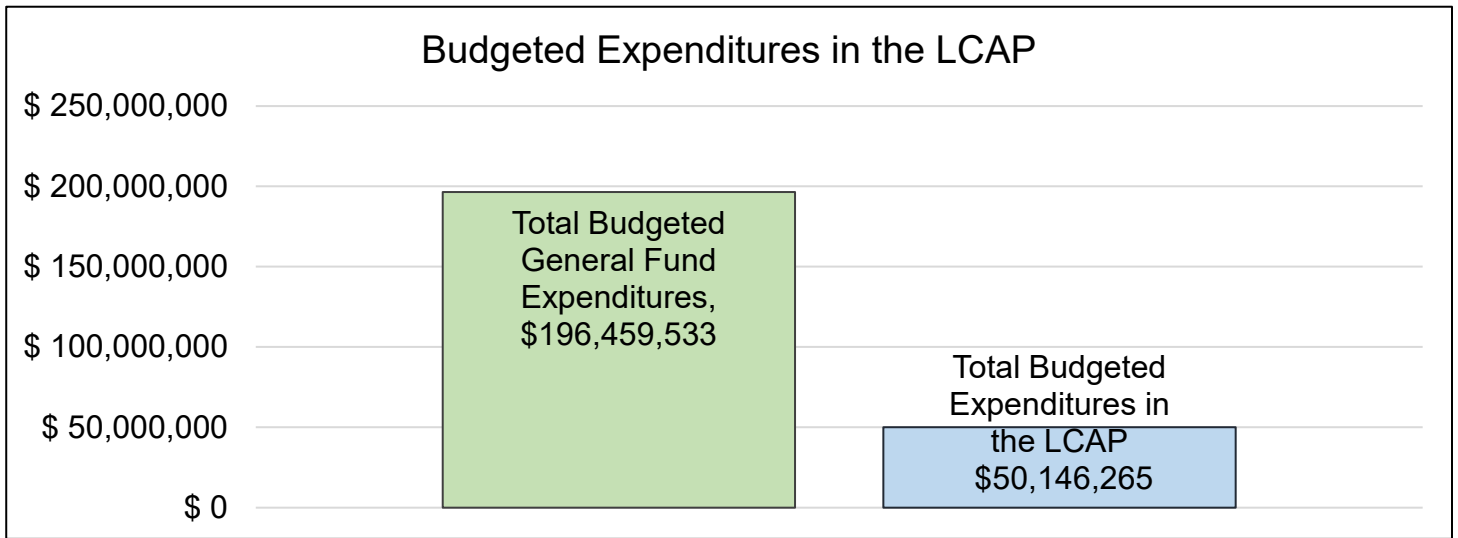LCFF supplemental & concentration grants, $37,539,435 , 21%

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

The text description for the above chart is as follows: The total revenue projected for San Jacinto Unified School District is $182,561,609.00, of which $133,888,702.00 is Local Control Funding Formula (LCFF), $17,677,463.00 is other state funds, $8,204,169.00 is local funds, and $22,791,275.00 is federal funds. Of the $133,888,702.00 in LCFF Funds, $37,539,435.00 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

Total Budgeted General Fund Expenditures, $196,459,533

Total Budgeted Expenditures in the LCAP $50,146,265

This chart provides a quick summary of how much San Jacinto Unified School District plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Jacinto Unified School District plans to spend $196,459,533.00 for the 2022 – 23 school year. Of that amount, $50,146,265.00 is tied to actions/services in the LCAP and $146,313,268.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
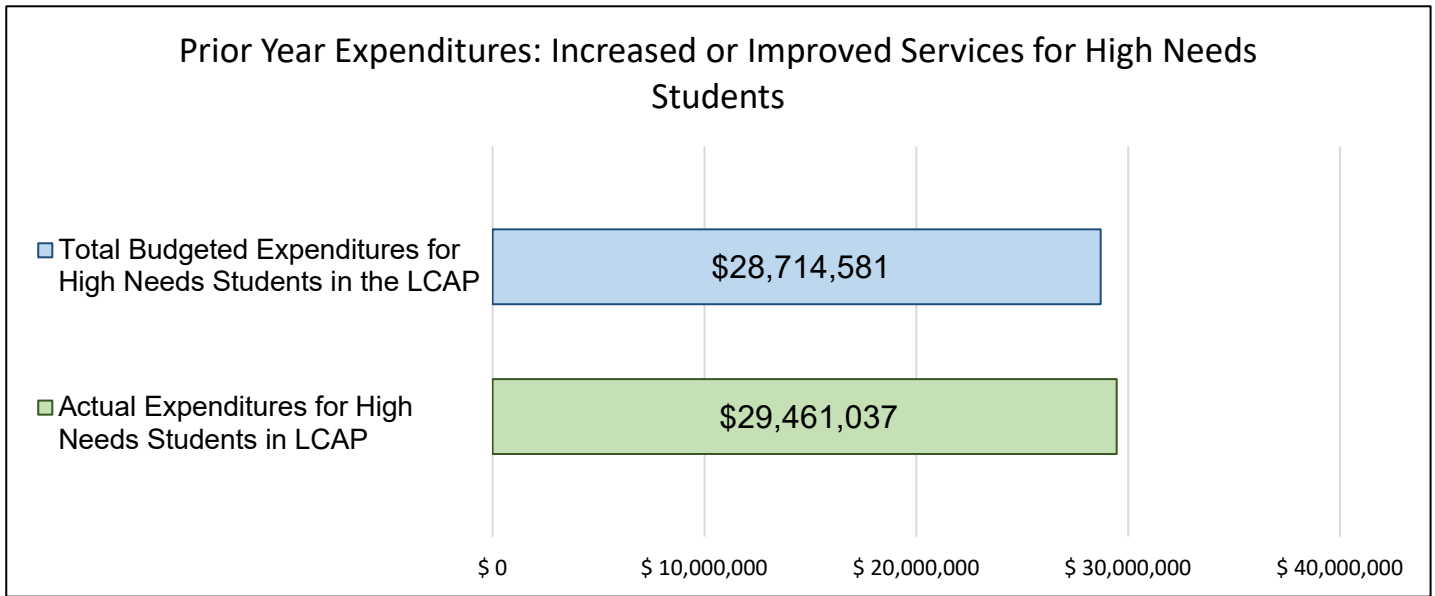
Core instructional program costs, administrative services costs, operational expenses including utilities, rents and leases, special education, guest teachers and staff expenses, insurance costs, other post-employment benefits, and fixed payroll costs including increases in the employer cost for PERS, STRS,

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

In 2022 – 23, San Jacinto Unified School District is projecting it will receive $37,539,435.00 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 $42,922,323.00 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 2021 – 22

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

Total Budgeted Expenditures for High Needs Students in the LCAP — $28,714,581

Actual Expenditures for High Needs Students in LCAP — $29,461,037

$ 0 $ 10,000,000 $ 20,000,000 $ 30,000,000 $ 40,000,000

This chart compares what San Jacinto Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what 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.

The text description of the above chart is as follows: In 2021 – 22, San Jacinto Unified School District's LCAP budgeted $28,714,581.00 for planned actions to increase or improve services for high needs students. San Jacinto Unified School District actually spent $29,461,037.00 for actions to increase or improve services for high needs students in 2021 – 22.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Jacinto Unified	Dr. Sherry Smith, Deputy Superintendent, Personnel Services	sjsmith@sanjacinto.k12.ca.us 951-929-7700 Ext. 4234

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

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Administrative Professional Learning Meeting-Jul. 28, Sep. 15, Oct. 20, 2021
African American Parent Advisory- Sep. 2, Oct. 12, 2021, Feb. 3, 2022
Budget Update & Discussion-CSEA & SJTA-Jul. 21, 29, Oct. 12, 2021, Jan. 11 & 12, 2022
Categorical Budget Committee-Aug. 19, Sep. 10, 2021
CSEA Labor Relations- Aug. 16, Sep. 3, Oct.14, Nov. 18, 2021
CSEA Negotiations-Oct. 28, 2021, Jan. 20, 2022
CSEA Roadshow-Feb. 2022
District Advisory Council-Sep. 29, 2021, Jan. 20, Mar. 22, May 22, 2022
District English Learner Advisory-Sep. 16, 2021, Feb. 17, May 5, 2022
Latino Parent Advisory-Aug. 17, Sep. 20, Oct. 19, 2021, & Mar. 3, 2022
Learning Recovery Planning Committee-May, 2021
McKinney Vento & Foster Youth Parent Advisory- Aug. 26, Nov. 4, 2021, Feb. 8, 2022
Native American Parent Advisory-Sep. 7, Nov. 9, 2021, Feb. 9, 2022
SanJacSpeaks-Mar. 15, 2021, Feb. 1, Mar. 17, 2022

Special Education Parent Advisory-Sep. 14, 2021, Feb. 15, 2022
SJTA Labor Relations-Aug. 16, Sep. 16, Oct. 7, Nov. 4, 2021, Jan. 20, Feb. 3, Mar. 3, 2022
SJTA Negotiations-Sep. 28, Oct. 5, Oct. 21, Nov. 16, 2021, Jan. 25, Feb. 15, Mar. 15, 2022
SJTA Roadshow-Feb. 2022

Surveys/Interviews:
Family Survey: 9/13 - 10/8/2021 & 3/21 - 4/8/2022
District Office Staff MTSS Survey- Fall 2021
Staff LCAP Survey: 5/2/22-5/13/22
Staff Wellness Survey: 2/17/22-3/11/22
Staff Implementation of Standards: 5/2/22-5/13/22
Student Survey: 3/21 - 4/8/2022
Student Focus Groups: 1/19, 1/20, 1/21, 1/24/2022
Board Workshop: Sept. 2021, Dec. 2021, Jan. & May 2022

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

SJLA Expansion FTEs		$600,000
Hyatt Expansion FTEs		$400,000
Special EducationInstructional Aides Increase to 7 Hours (64 total positions)		$1,200,000
Elementary Counselors (1 FTE each)		$200,000
Campus Security FTEs (MVMS & SJHS)		$100,000
Elementary PE Teachers (1 FTE each)		$200,000
Middle School Deans (1 FTE each)		$150,000
EHWLA & SJLA Assistant Principals		$300,000
Noon Duty & Crossing Guards Increase to 5 Hours (45 total positions)		$800,000
	Total	$3,950,000

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

Administrative Professional Learning Meeting-Jul. 28, Sep. 15, Oct. 20, 2021
African American Parent Advisory-Sep. 2, Oct. 12, 2021, Feb. 3, 2022
Budget Update & Discussion-CSEA & SJTA-Jul. 21, 29, Oct. 12, 2021, Jan. 11 & 12, 2022
Categorical Budget Committee-Aug. 19, Sep. 10, 2021
COVID Task Force-Sep. 22, October 4, Oct. 18, Dec.10, 2021
CSEA Labor Relations-Aug. 16, Sep. 3, Oct.14, Nov. 18, 2021
CSEA Negotiations-Oct. 28, 2021, Jan. 20, 2022
CSEA Roadshow-Feb. 2022
District Advisory Council-Sep. 29, 2021, Jan. 20, Mar. 22, May 22, 2022
District English Learner Advisory-Sep. 16, 2021, Feb. 17, May 5, 2022
Latino Parent Advisory-Aug. 17, Sep. 20, Oct. 19, 2021, & Mar. 3, 2022
Learning Recovery Planning Committee-May, 2021
McKinney Vento & Foster Youth Parent Advisory- Aug. 26, Nov. 4, 2021, Feb. 8, 2022
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Staff Implementation of Standards: 5/2/22-5/13/22
Student Survey: 3/21 - 4/8/2022
Student Focus Groups: 1/19, 1/20, 1/21, 1/24/2022

Board Workshop: Sept. 2021, Dec. 2021, Jan. & May 2022

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

Goal 1 -Student Achievement: $9,175,706

Impact Teachers, Learning Recovery Days, Chromebook/Desktop Refresh, San Jacinto Technology Institute, Resident Guest Teachers

Goal 2-Student Engagement: $1,950,000

Cultural Proficiency Field Trips, Public Information Officer, Safety Officer, Cultural Proficiency Media Center

Goal 3-Conditions of Learning: $10,752,827

Family Engagement Center, Solar Buyouts @MEC, DEA, PHE, REC, EHWLA, MVMS, SJLA , Facilities and Operations Center Expansion

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

Goal 1-Student Achievement: $9,175,706

Impact Teachers (ESSER III), Learning Recovery Days (ESSER III), Chromebook/Desktop Refresh (ESSER III), San Jacinto Technology Institute (ESSER III), Resident Guest Teachers (ESSER III)

Goal 2-Student Engagement: $1,950,000

Deescalation School Gardens @ SJLA & SJE (Safe Return), EHWLA Field Improvements (Safe Return), Cultural Proficiency Field Trips (ESSER III), Public Information Officer (ESSER III), Safety Officer (ESSER III), Cultural Proficiency Media Center (ESSER III)

Goal 3-Conditions of Learning: $10,752,827

COVID Testing/Contact Tracing (Safe Return), HVAC @ EST, REC, EHWLA, MVMS, NMMS (Safe Return), Family Engagement Center (ESSER III), Solar Buyouts @MEC, DEA, PHE, REC, EHWLA, MVMS, SJLA (ESSER III), Facilities and Operations Center Expansion (ESSER III)

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

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

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

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

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

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

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

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

Instructions

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

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

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).*"

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

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

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

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

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

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

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

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp)for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

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

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

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

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

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

California Department of Education
November 2021

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. Vanessa Gomez Director of Equity and Access	vgomez@sanjacinto.k12.ca.us (951) 929-7700 x4314

Plan Summary [2022-2023]

General Information

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

San Jacinto Unified School District is located in San Jacinto which is in Southern California's Inland Empire approximately 85 miles east of Los Angeles and 90 miles north of San Diego. The District serves approximately 10,000 students in 14 schools. San Jacinto Unified School district is comprised of six TK-5 elementary schools, two TK-8 schools,   two 6--8 middle schools, one 6-12 school, one comprehensive 9--12 high school, two alternative high schools. The two TK-8 schools are San Jacinto Technology Institute which uses a virtual platform and Edward Hyatt World Dual Language Academy. The District operates six full day and two half-day Head Start Preschool programs, as well as six half-day State Preschool programs. 2022-23 school year will also be the first year that SJUSD has universal Transitional Kindergarten at each of our elementary school sites. Additionally SJUSD has a community based adult transition program for students 18 to 22 years old and an adult education program. All schools follow a traditional calendar.

San Jacinto Unified is a diverse school district with approximately 2% of students identifying as American Indian, 2% as Asian and Pacific Islander, 8% African American, 76% Hispanic, and 8% White. Furthermore, approximately 87% of students are Socio-Economically Disadvantaged, with 19% English Learners, 15% Differently Abled students, 2% McKinney Vento/Homeless 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.

SJUSD has a variety of specialized programs, such as, but not limited to, Leader in Me School, Primary Years International Baccalaureate program, high school International Baccalaureate Program, Career Technical Education programs, Advancement Via Individual Achievement (AVID), Science, Technology, Engineering and Math (STEAM), Junior Reserve Officer Training Corp (JROTC), Dual and Concurrent

Enrollment with Mount San Jacinto College, and extracurricular activities such as 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 continues to focus on increasing equity and access to meet the social/emotional, behavior, and academic needs of each and every student. SJUSD is proud of our educational partners who focus daily on providing equitable outcomes for our students. These 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. Please note when SJUSD is referencing the baseline data taken from the California School Dashboard SJUSD is using 2019 or 2020 data that has not been updated. After a careful examination of baseline data and local data below are the areas of progress that SJUSD is proud of and an explanation of how we will continue to maintain and build upon our successes.

Goal 1 Student Achievement

SJUSD graduation rate for class of 2021 was 90.3%, exceeding the State graduation rate of 86.8% according to the data provided on the California School Dashboard. An area of strength is the graduation rate increase for differently abled students, which went from 80% to 82.5% for class of 2021.

An additional area of strength for SJUSD compared to the previous school year is the growth in the number of students completing the University of California and California State University's entrance requirements (A-G subject requirements). According to Dataquest 43.9% of the SJUSD class of 2021 met the A-G subject requirements. The A-G rate for our only comprehensive high school, San Jacinto High School was 63.5% for the class of 2021, which is significantly higher than the State average of 51.8%. Additionally, SJUSD's homeless students and socioeconomically disadvantaged students had an increase in meeting the A-G requirements. 32.4% of SJUSD's homeless students met the A-G requirements, which is a 42% improvement compared to 22.8% of students 2020 and 41.8% of socioeconomically disadvantaged students met the A-G requirements, a 6% improvement compared to 39.3%the previous year.

SJUSD's percentage of students completing a Career Technical Education program increased in 2021 to 14.2% compared to 12% in 2020. Homeless students exceeded the district average with a 19.2% completion rate and our socioeconomically disadvantaged students exceeded the district's average with a 14.4% completion rate.

SJUSD intends to build upon these successes in Goal #1 by deepening and refining professional development opportunities centered on research-based strategies and TK-12 literacy standards. Literacy will continue to be an area of focus for all subject areas and grade levels. Professional development on "teacher clarity" and tier one practices will continue to further refine and improve teacher skills. The professional development will continue to improve teacher instructional strategies, providing more effective differentiation strategies, and positively impacting more student groups that have opportunity gaps, 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, Equity and Access, and English Learners are provided to bring accelerated learning to SJUSD high-need areas, such as college & career readiness indicators, English Learner reclassification rates, Low Income, Foster Youth, Homeless, and Differently Abled student groups on academic dashboard indicators. Additionally, the district intends to align existing resources to support development and implementation of a Multi-Tiered System of Supports with a specific focus on improving Tier 1 instruction by identifying specific research based strategies that will target areas identified as a barrier to increasing student achievement. In order to see systemic growth in reading and math, the district intends to utilize the supplemental learning data resources to collect multiple data points and strengthen progress monitoring to assess the individual needs of each and every student, with specific focus on English Learner, Low Income, Foster Youth, Homeless, African American and Differently Abled Students.

Goal 2 Student Engagement

Although SJUSD's baseline data for student engagement is stagnant, the district is proud that SJUSD elementary students are trending higher than the National average in having a favorable response for feeling a sense of belonging at 66%, which is in the 80th percentile compared to all schools in Panorama's national dataset. SJUSD's overall dropout rate for 2020-21 is 5.1%, which is lower than California's average of 6.4%. There was a significant decrease in our dropout rate for our differently abled students, in 2020-21 it was down to 3.8% which is a 40.6% decrease compared to 6.4% in 2019-20. Additionally, the middle school dropout rate declined to .002%.

SJUSD's expulsion rates for 2020-21 decreased to 0.00% compared to .05% in 2019-20. Based on California Dataquest from 2021 SJUSD's English Learners had a .1% suspension rate, which is lower compared to 2019. 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 build upon our successes in student engagement by continuing the use of restorative practices. Through professional development and coaching by Akoben more of our staff are using restorative practices. In 2022-23 all of our schools will be receiving coaching.

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 using data to determine which students or student groups will receive mentoring support. These mentoring services will further improve suspension, expulsion and local disciplinary referral data for all students, but specifically for our homeless, foster, African American and Differently Abled students. Furthermore, SJUSD will continue to deepen and refine the current Multi-Tiered System of Supports for social-emotional learning opportunities and behavior. Elementary school sites will maintain full-time school counselors, along with seven educational therapists and two behavior specialists will continue to be provided to support Tier 3 students. Again, maintaining these counseling services will allow SJUSD to further improve student engagement indicators such as school connectedness, suspension, chronic absenteeism, and reduce dropout rates. Finally, the equity work in SJUSD, will continue by offering cultural proficiency training for staff, as well as continue 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

Success for goal 3 includes that SJUSD continues to ensure 100% of teachers are fully credentialed and appropriately assigned to support student learning. Based upon staff feedback SJUSD will continue to offer self-care workshops to support the social/emotional well-being of staff. Additionally, 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?" 88% of SJUSD students in grades 3-12 submitted a favorable response. An additional strength, according to the Panorama Family survey 94% of respondents indicated that they feel satisfied with their child's school experience.

SJUSD intends to maintain all standards-aligned instructional 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 continues to have staff affinity groups 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. In the spring of 2022 SJUSD started a LGBTQ+ staff affinity group. Based upon feedback from SJUSD's BIPOC affinity group and student focus groups SJUSD started a Grow Our Own program designed to increase diversity in staff. Through this program SJUSD employed recent graduates interested in entering the education field as teacher assistants and is offering support to help guide the candidates into entering the teacher profession. 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 district wide parent liaison initiative. SJUSD created a new district interpreter position and a Public Information Officer. 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 to ensure students are having their academic and social-emotional needs met. SJUSD also created a District Tk-12 Lead School Counselor position that has the responsibility of providing support for our secondary foster youth and homeless students. SJUSD is proud that our new enrollment and family engagement center is being built to provide support to families in SJUSD. SJUSD is also excited to begin the development in 2022-23 of the professional development center to support high quality professional development for staff in SJUSD.

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

One area of continued need is improving literacy. According to SJUSD I-Ready Reading data (SJUSD's local assessment data) only 23.3% of students are performing at grade level. Further analysis of the data reveals only 4.9% of English Language Learners, 7% of students who are homeless, 8.1% of differently abled students, and 21.6% of socioeconomically disadvantaged are performing at grade level standards.

English Language Arts indicators as reported by the CA Dashboard (2019) 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 (2019). 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. Based on SJUSD's local assessment for math (I-Ready) 11.7% of students are performing at grade level. 1.3% of English Language Learners, 7.4% of Foster Youth, 10.1% of homeless students, 10.2% of socioeconomically disadvantaged students, and 5% differently abled students performed at grade level standards for math.

The College/Career indicator as reported by the CA Dashboard (2019) 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. Although SJUSD saw growth in the graduation rate for differently abled students in 2021, based on CA Dashboard from 2019 SJUSD is in Differentiated Assistance due to differently abled students being in the red performance level for English Language Arts, Mathematics and College and Career Indicators (1.1% of this student group was prepared). Differently abled students scored in the Orange performance level for Chronic Absenteeism, and due to the disproportionality of suspension rates.

In order to improve these performance indicators, SJUSD intends to further refine and develop instructional strategies in all classrooms by refining the Multi-Tiered System of Supports and focusing on tier one instruction. This begins with providing learning data materials to monitor and assess where each individual student needs 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 rigorous coursework and partner with Mount San Jacinto College for concurrent and dual enrollment opportunities. SJUSD will strengthen their progress monitoring system for English Learners and differently abled students to accelerate their learning.

Another area of identified need is related to our English Learners. According to our most recent data on reclassification, we dropped from 12% to 1.1%. While we acknowledge that distance learning for a year impacted the percentage of students that reclassify, we also have identified this as an area that needs significant improvements. Therefore, we are in the process of implementing a new progress monitoring tool called Elevation, which allows us to streamline the process of identifying English Learners that are not achieving and determine whether it is due to language or content, and then identify a specific intervention to monitor. The program also allows us to monitor reclassified students more accurately for the four years after they reclassify. Another action related to reclassification is that we have been able to utilize the LAS assessment, which allows us to gather formative data on language proficiency for our English Learners. Finally, we have added additional support through the English 3D program and have made improvements to the way that we develop the master schedule to support our English Learners needing a designated ELD class so that they can move levels without major disruption to the rest of their schedule if they reclassify during the school year.

SJUSD was identified as eligible for Differentiated Assistance in the CA System of Support based on 2019 CA School Dashboard Outcomes for our differently abled student group. SJUSD has been in differentiated assistance due to student performance on English Language Arts and Mathematics, and College and Career Readiness indicators scoring in the red performance level. In collaboration with educational partners, the district analyzed local data since the CA Dashboard data was not published due to the COVID-19 pandemic. Areas of concern/low performance include: 40.9% of students are in a least restrictive environment 80% or more of the school day (SELPA PIR Report 2020), 34.6% of students are in a least restrictive environment 40% or more (SELPA PIR Report 2020), in 2020-21 differently abled students had a 93.6% attendance rate, compared to the overall district average of 95.2%, and 7.1% of differently abled students were suspended compared to the district average of 3.5% (Schoolzilla).

Due to the fact that San Jacinto has been identified for Differentiated Assistance for three or more years for Students with Disabilities in for being in the Red performance level for English Language Arts, Mathematics and College and Career Indicator and in the Orange performance level for chronic absenteeism, suspension rate and graduation rate, we are required to develop a new goal for our LCAP that will identify actions and services focused on improving outcomes for our differently abled students. Through local data analysis, we have identified the need to investigate and analyze the way we respond to individual student needs through a consistent process. Therefore, we will focus on developing and implementing a Multi-Tiered System of Supports to be able to respond to the needs of our differently abled students as well as address the social emotional, behavior and academic needs of all learners in an effort to decrease the percentage of students needing specialized services. SJUSD is committed to ensuring that students receive Multi-Tiered Support and differentiated assistance by implementing the actions outlined in the new Goal 4 which is to, "Implement a Multi-Tiered System of Supports to address the needs of individual students, in order to exit Differentiated Assistance and improve academic and social-emotional outcomes for Students with Disabilities."

Goal 2: Student Engagement

Although SJUSD's baseline data for chronic absences has not been updated on the California Accountability Dashboard since 2019, according to the California Dataquest (2021) 16.8% of all students were chronically absent. Upon examining SJUSD's local data (taken from Schoolzilla) an area of growth for San Jacinto Unified School District is Chronic Absenteeism. "Chronic Absenteeism" is defined in California Education Code (EC) Section 60901(c)(1) as "a pupil who is absent 10 percent or more of the school days in a school year." As of March 2022, the chronic absenteeism rate for SJUSD students was 40.5%, which is an increase of 27% compared to the same time last school year (Data from Schoolzilla). SJUSD recognizes the COVID-19 symptoms and the need to quarantine and isolate students and staff has impacted chronic absenteeism at an exponential rate compared to prior years. When examining chronic absences for SJUSD's homeless student group the chronic absentee rate is 56.8%, which is significantly higher than the overall district rate.

Another area of need is SJUSD's disproportionate suspension rates. 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 (2019). These student groups are performing below the District trend with a red performance level. Based upon local data (Schoolzilla) for 2021-22 school year SJUSD's overall suspension rate as of March 2022 was 2.1%, SJUSD's suspension rates for homeless, foster youth, and African American, and Differently Abled student groups continue to show disproportionate suspension rates.

Additionally, School Climate continues to be an area of identified need for grades 6-12.This is based on SJUSD's local administration of the Panorama Student Social Emotional Learning survey. For the area of school climate, 44% of students surveyed in grades 6-12 indicated a favorable school climate, which is 5% lower compared to the last administration of the survey. One question students were asked was, "How often do your teachers seem excited to be teaching your class?" Only 49% of SJUSD students in grades 6-12 submitted a positive marking for this topic, which is 8% lower than last year.

SJUSD intends to address our needs by continuing to focus on equity and access by strengthening our Multi-Tiered System of Supports and continuing to incorporate student voice by holding student focus groups, continue to provide training on cultural proficiency to educational partners, and continue to examine practices and policies to ensure we are equitably in supporting each and every student. SJUSD will focus on strengthening Tier 1 social emotional learning efforts by consistently teaching SEL using Second Step in grades K-8 and Character Strong at the high school level (grades 9-12). Although SJUSD has purchased SEL curriculum and has provided staff training, there is a need to provide additional training to implement SEL curriculum consistently school-wide. The more our staff can methodically implement a Multi-Tiered System of Supports, the better chances all students, but specifically, SJUSD's Homeless, Foster Youth, Differently Abled, and African American student groups have to improve the dashboard indicators related to school connectedness, chronic absenteeism, and behavior. Additionally, SJUSD will continue to strengthen its Tier 2 & Tier 3 support at all secondary sites. The Tier 2 Student Success Room focuses on restorative practices, making amends for wrongs and taking accountability for actions, tutoring and group counseling opportunities. The Tier 3 Husky, Bobcat, and Tiger University programs (formally called ASED program), provide more intensive support, allowing students to focus on social, emotional learning while receiving mental health support, case management and mentoring services. SJUSD plans to continue to support our foster and homeless students by providing a school counselor that focuses specifically on these two student groups in middle school (6th-8th grade) and ninth grade. The foster/homeless school counselor will provide progress monitoring, small group interventions and individual interventions to further support student engagement. 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

When reviewing the Panorama Family Survey one question that had a significant decline was in the area of parents/guardians being asked to volunteer at school. 67% of parents/guardians responded favorably, which is a decline compared to the last school year, when 77% of parents/guardians responded favorably. SJUSD recognizes that part of the reason for this decline is due to the COVID-19 protocols that negatively impacted the district from seeking volunteers.

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. Additionally, SJUSD is funding a District Translator to help address language barriers that our families may be facing. 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, funding resident guest teachers will help provide support to our students and school sites. 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. SJUSD will also support staff development by creating a professional development center.

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 four overarching goals:

Goal #1 - Student Achievement: Create literate students at each grade level through individualized support 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.

Goal # 4: Implement a Multi-Tiered System of Supports to address the needs of individual students, in order to exit Differentiated Assistance and improve academic and social-emotional outcomes for Students with Disabilities.

At the foundation of the overall plan, along with the specificity of the four 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 four 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 educational partners, through the work of parent/family advisory, community, student focus groups and labor association groups.

Furthermore, the San Jacinto Board of Trustees has embraced the four LCAP goals and calibrated them to also serve as their agreed upon "Board Priorities" for the overall improvement of our school district. These 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 educational partners.

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.

During the 2021-2022 school year, members of Educational Services and the Mountain View High School participated in additional professional learning related to improvement science through the Improvement Collective in partnership with Riverside County Office of Education and the California County Superintendents Educational Services Association (CCSESA). This partnership involved 18 different sessions connected with monthly collaboration focused on improving our system connected to increasing both the enrollment and completion in a CTE pathway, which was identified through the prior year activities as being the primary area that is impacting identification for CSI. Additionally, the district is supporting Mountain View High School with the development of an in person CTE pathway utilizing the additional funding for CSI. SJUSD worked with site administration to build upon the prior year root cause analysis and analyze how we are addressing resource inequities, as well as provide appropriate support to assist the site's needs. By going through the improvement science process, the district and site participated in an iterative process where we analyzed the schools framework and strategies. The goal continues to be able

to identify supports that SJUSD can provide to current and future CSI identified sites. The training consists of working with the site on preparing and planning for their CSI educational partner presentations. The district has worked with the site on 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 strategies. The educational partner groups are district and site personnel, parents, guardians, and students. This group, in addition to the support being provided through RCOE, is able to provide feedback and suggestions based on their expertise and viewpoint. This has provided our district with insight that would otherwise not be taken into account. SJUSD is using TABLEU, the CA Dashboard, the site's local assessments, and Schoolzilla. These platforms have allowed us to evaluate summative data and drill down to student group data. One area that continues to be identified as a need is that resources and coursework offered at the traditional high school are not always provided at the alternative schools. Through the partnership with CCSESA, the district is supporting Mountain View with progress monitoring the impact of the actions that were implemented during the prior school year and using that data to determine next steps. One area that we intend to build upon is providing both online and in-person CTE courses based on student interest, and then continue to monitor the increase in students enrolling and completing a CTE pathway.

Monitoring and Evaluating Effectiveness

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

San Jacinto USD is monitoring our plan to increase the number of students that enroll in one of the four new CTE pathways by looking at current enrollment in each course. Additionally, Mountain View High School is monitoring the achievement of each student in the pathway and providing support to increase the likelihood of students successfully completing the pathway. Through the ongoing collaboration with Riverside County Office of Education and the California County Superintendents Educational Services Association (CCSESA), this data is being reviewed on a monthly basis.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this 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 educational partners throughout the San Jacinto Unified School District and the overall community.

One way SJUSD engaged our parent/family, staff, student, and community partners was through our parent/family advisory councils. In the spring of 2021 six parent advisory councils (Latino, Special Education, Foster Youth/Homeless, African American, Native American, and English Learner) were organized and meeting dates were calendared for the 2021-22 school year. Agendas were created to include updates and feedback regarding 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 August 2021-March 2022, dedicating one of the meetings to each goal.

SJUSD engaged community partners, which included CTE partners, faith-based organizations, local business and service organizations via three San Jacinto Speaks meetings held. Furthermore, all SJUSD employees had input through a variety of stakeholder forums, ranging from management team meetings, LCAP Town Halls, and District advisory councils. Topics ranged from reviewing LCAP goals, district data points to understanding current and ongoing expenditures. In May 2022 virtual town hall sessions were held for San Jacinto Teachers Association and the California School Employees Association to provide a review of the LCAP and solicit feedback from staff. 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.

In January 2022, SJUSD engaged students by conducting student focus groups at the elementary, middle and high school levels to enable students to share their voice about barriers to learning and provide suggestions to improve learning. A summary of this data was shared at San Jacinto Speaks and reviewed by cabinet members. Feedback from the focus groups were taken into consideration when developing action items for 2022-23.

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

Panorama Family Survey

SJUSD provided a Family Survey to community/family members during the fall and spring of the 2021-22 school year. The survey engaged families around the level of support and access that students and families received .Families were asked a variety of questions in regards to the following topics: Family-School Communication, School Engagement, Parent Involvement, Facilities, Maximizing Resources, Highly Qualified Teachers, College and Career Readiness, Curriculum, and Technology.

Panorama Student Survey: Social Emotional Learning Student Competency Measure Survey

SJUSD provided a SEL Student Competency Measure survey in the fall and the spring of the 2021-22 school year to students in grades 3 - 12. Students were asked a variety of questions in regards to the following the core competencies of Social Emotional Learning that included:

Social Awareness, Self-Management, Grit, Growth Mindset, Self-Efficacy, and Emotions Regulation. The survey was administered to students in grades 3-12.

Panorama Student Survey: Student Supports and Environment Survey

SJUSD provided a Supports and Environment student survey in the fall and the spring of the 2021-22 school year to students in grades 3-12. The survey engaged students around the school connectedness and supports they need to be successful scholars. Students were asked a variety of questions in regards to the following topics: Teacher-Student Relationships, Rigorous Expectations, School Climate, Sense of Belonging, Engagement, and School Safety.

Site Equity Task Force Team Survey

SJUSD provided an Equity in Action survey during the fall of the 2021-2022 school year to staff on the Equity Task Force teams 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 2021-22 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 2021-22 school year to staff. The survey asked staff to provide feedback on topics centering on 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.

Staff Wellness Survey

SJUSD provided a Staff Wellness survey in the spring of 2021-22 school year. The survey asked staff to provide feedback on faculty perceptions of their professional strengths and areas for growth related to social-emotional learning, as well as how much staff feel a sense of belonging and staff's perception of their own well-being.

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).

SJUSD collaborated with Riverside County Special Education Local Plan Administrators (SELPA) and is participating in the Compliance and Improvement Monitoring (CIM) designed to help guide SJUSD out of differentiated assistance and examine data, policies, and root causes.

With the ongoing support and consultation from Riverside County Office of Education and the Special Education Local Plan Administrators (SELPA), 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. District and site leadership continue to delve deeper into our working knowledge and application during our monthly leadership collaboration meetings. This involved the development of our MTSS framework, defining its components within San Jacinto USD as well as investigating the systemic response of our Problem Solving Teams. 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.

The District Differentiated Assistance Team met with Riverside County Office of Education on January 7, 2022 to review the progress of our identified actions and to review current formative data. Additional support from RCOE was provided through the office hours and sessions focused on the districts in Riverside County identified for Differentiated Assistance for Students with Disabilities, which included 2/4/22, 3/11/22 and 4/29/22.

Finally, on May 2 and 10, 2022 two final LCAP educational partner feedback sessions were held for SJUSD staff members. This was an opportunity for final input to be gathered and any last minute suggestions and /or revisions to be made.

A summary of the feedback provided by specific educational partners.

There was a tremendous amount of feedback and input received because of the comprehensive outreach to all educational partners. 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 2022-2023.

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

1.   College and Career Readiness (Goal #1)

2.   Equity Training and Universal Access (Goal #1 & Goal #2)

3.   Intervention: Multi-Tiered System of Supports, academically, behavioral, and socially (Goal #1 & Goal #2)

4.   Support for Tier II & III Student Behavior (Goal #2)

5.   Counselor Support (Goal #2)

6.   Highly Qualified Staff (Goal #3)

7. Parent Involvement & Communication Strategies (Goal #3)

8. Safety (Goal #3)

9. Support of differently abled students (Goal 1, which will be Goal 4 starting 2022-23)

10. Support for English Language Learners (Goal #1)

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

Below is a summary of overarching themes from the specific educational partners. These themes impacted the actions and services that are located within the 2022--2023 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) and community partners including SELPA identified the following priorities:

1. Students have access to A--G courses, along with the supports to be successful (Goal #1)

2. Intervention and acceleration opportunities (Goal #1 & Goal #2)

3. Continue staff training for issues of equity and access (Goal #2

4. Maintain safe learning environments (Goal #2 & Goal #3)

5. Timely and meaningful communication from schools and the district (Goal #3)

6. Teachers highly qualified and credentialed in the subjects they teach (Goal #3)

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

8. Social/Emotional Behavioral Support (Goal #2)

9. EL & SWD differentiated academic support (Goal #1 & #4)

10. Cultural Field Trips/Enrichment (Goal #2)

11. Transportation (Goal #3)

Students identified the following priorities:

1. Support for college and career readiness (Goal #1)

2. Intervention & Acceleration Opportunities (Goal #1, Goal #2, Goal #4)

3. Equitable practices throughout academic and social programs (Goal #1, Goal #2, Goal #4)

4. Improve staff training for issues of equity and access (Goal #2)

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

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

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

8. Clean and modernized school facilities (Goal #3)

9. Social Emotional Learning (Goal #2)

10. Cultural Field Trips (Goal #2)

11. Drug Prevention (Goal #2)

Certificated Staff identified the following priorities:

1. Provide competitive salaries (Goal #3)

2. Allow for Professional Development choice and personalization (Goal #1, Goal #2)

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

4. Continue training for Inclusion to support Students with Disabilities (Goal #1, Goal #2, Goal #4)

5. Continue to support Career Technical Education pathways (Goal #1)

6. Continue "schools of choice" (Goal #1 & Goal #3)

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

8. Continue training for staff in equity and access concepts (Goal #2)

9. Support training and implementation of Multi-tiered System of Support (MTSS) (Goal #1 & Goal #2)

Classified Staff identified the following priorities:

1. Provide competitive salaries (Goal #3)

2. Expand specific job classifications # of "days/hours worked" (Goal #1, Goal #2, Goal #3)

3. Continue providing robust classified training opportunities (Goal #1, Goal #2, Goal #3)

4. Improve staff training for issues of equity and access (Goal #2)

5. Continue to support Career Technical Education pathways (Goal #1)

6. Continue "schools of choice" (Goal #1 & Goal #3)

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

8. Support implementation of Multi-tiered System of Support (MTSS) (Goal #1 & Goal #2)

9. Create tiered instructional aide categories that align to responsibilities (Goal #3, Goal #4)

Community partners identified the following priorities:

1. Provide competitive salaries (Goal #3)

2. Expand specific job classifications # of "days/hours worked" (Goal #1, Goal #2, Goal #3)

3. Continue providing robust classified training opportunities (Goal #1, Goal #2, Goal #3)

4. Improve staff training for issues of equity and access (Goal #2)

5. Continue to support Career Technical Education pathways (Goal #1)

6. Continue "schools of choice" (Goal #1 & Goal #3)

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

8. Support implementation of Multi-tiered System of Support (MTSS) (Goal #1 & Goal#2)

9. Create tiered instructional aide categories that align to responsibilities (Goal #3, Goal #4)

The SJUSD Management Team (Including Special Education Administrators) identified the following priorities:

1. Intervention and acceleration opportunities (Goal #1 & Goal #2)

2. Continue staff training for issues of equity and access (Goal #2

3. Maintain safe learning environments (Goal #2 & Goal #3)

4. Timely and meaningful communication from schools and the district (Goal #3)

5. Teachers highly qualified and credentialed in the subjects they teach (Goal #3)

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

7. Social/Emotional Behavioral Support (Goal #2)

8. EL & SWD differentiated academic support (Goal #1 & #4)

9. Support implementation of Multi-tiered System of Support (MTSS) (Goal #1 & Goal#2)

Goals and Actions

Goal

Goal #	Description
Goal #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
#1 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	Data Source: California School Dashboard (Local Indicator Self-Reflection Tool 2021)Standard Met	[Insert outcome here]	[Insert outcome here]	Maintain Standard Met
#2 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	Data Source: Aeries A-G enrollment 100% of students have access and are enrolled in a broad course of study	[Insert outcome here]	[Insert outcome here]	100% of students have access and are enrolled in a broad course of study

#3 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)	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)	[Insert outcome here]	[Insert outcome here]	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)
#4 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)	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)			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

	Differently Abled Students: 142.1 points below the standard (red performance level)	Differently Abled Students: 142.1 points below the standard (red performance level)			below the standard (green performance level) Differently Abled Students: 95 points below the standard (yellow performance level)
#5 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%	Data Source: Schoolzilla 2021 Middle of the Year(MOY) 23.3% of students are performing at grade level standards English Language Learner: 4.9% Foster Youth: 13.8% Homeless: 7.0% Socioeconomically Disadvantaged: 21.6% Differently Abled Students: 8.1%			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%
#6 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%	Data Source: Schoolzilla 2021 Middle of the Year (MOY) All Students: 11.7% of students are performing at grade level standards English Language Learner: 1.3% Foster Youth: 7.4% Homeless: 10.1% Socioeconomically Disadvantaged: 10.2% Differently Abled Students: 5.0%			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%

#7 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)	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)			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)
#8 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%	Data Source: DataQuest 2020-21 year All Students: 43.9% completing UC/CSU entrance requirements English Language Learner: 25.0% Foster Youth: * Homeless: 32.4% Socioeconomically Disadvantaged: 41.8% Differently Abled Students: 12.0% Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less. Additionally, on the Ethnicity reports, "Not Reported"			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%

		is suppressed, regardless of actual cell size, if the student population for one or more other ethnicity groups is suppressed.			
#9 Percentage of EL students making progress on English Proficiency.	Data Source: California School Dashboard 2019 42.5% making progress toward English proficiency	Data Source: Schoolzilla ELPAC Proficiency 49.1% making progress toward English proficiency			55.0% making progress toward English proficiency.
#10 English Language Learner (EL) Reclassification Rate	Data Source: DataQuest 2019-20 12.0% of EL students reclassified	Data Source: DataQuest 2020-21 1.1% of EL students reclassified			25.0% EL students reclassified
#11 Percentage of students completing AP exams with a score of 3 or higher.	Data Source: College Board AP Score Report 2020 32.0% score with a 3 or higher	Data Source: College Board AP Score Report 2021 17.0% score with a 3 or higher			42.0% score with a 3 or higher
#12 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	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			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
#13 Percentage of students meeting EAP - Math	Data Source: DataQuest 2018-19 All Students: 7.0% of students are ready English Language Learner: 0.0%	Data Source: DataQuest 2018-19 All Students: 7.0% of students are ready English Language Learner: 0.0%			All Students: 14.0% of students are ready English Language Learner: 7.0%

	Homeless: No students in qualifying grade level. Socioeconomically Disadvantaged: 2.1% of students are ready Differently Abled Students: 0.0% of students are ready	Homeless: No students in qualifying grade level. Socioeconomically Disadvantaged: 2.1% of students are ready Differently Abled Students: 0.0% of students are ready			Homeless: No students in qualifying grade level. Socioeconomically Disadvantaged: 10.0% of students are ready Differently Abled Students: 7.0% of students are ready
#14 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)	Data Source: California School Dashboard 2021 All Students: 90.3% English Language Learner: 78.7% Foster Youth: * Homeless: 73.1% Socioeconomically Disadvantaged: 90.0% Differently Abled Students: 82.5% Note: No performance levels reported on 2021 Dashboard. To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less. Additionally, on the Ethnicity reports, "Not Reported" is suppressed, regardless of actual cell size, if the student population for one or more other ethnicity groups is suppressed.			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)
#15 Percentage of students who have completed BOTH UC/CSU Entrance Requirements (A-G) AND completed a CTE	Data Source: CALPADS Report 15.2 and 3.15 All Students: 9.0%	Data Source: California School Dashboard 2021 College/Career Measures All Students: 9.1% English Language Learner: 4.1%			All Students: 35.0%

program (CTE Completer).		Foster Youth: * Homeless: 15.4% Socioeconomically Disadvantaged: 9.2% Differently Abled Students: 3.1% Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less. Additionally, on the Ethnicity reports, "Not Reported" is suppressed, regardless of actual cell size, if the student population for one or more other ethnicity groups is suppressed.			
#16 Percentage of students completing CTE program(s). CTE Completer.	Data Source: CALPADS Report 3.14 All students: 12.0%	Data Source: California School Dashboard 2021 College/Career Measures All Students:14.2% English Language Learner: 9.0% Foster Youth: * Homeless: 19.2% Socioeconomically Disadvantaged: 14.4% Differently Abled Students: 11.3% Note: To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less. Additionally, on the Ethnicity reports, "Not Reported" is suppressed, regardless of actual cell size, if the student population for one			All Students: 30%

		or more other ethnicity groups is suppressed.			
#17 Programs and services developed and provided to individuals with exceptional needs. Special needs students enrolled in AP, Honor, and CTE courses.	Data Source:Aeries Analytics 2019-20. English Language Learner: 0.84% Foster Youth: 0.0% Homeless: 0.0% Socioeconomically Disadvantaged: 11.3% Sped: 0.28%	Data Source: Aeries Analytics 2020-2021. English Language Learner: 1.6% Foster Youth: 0.0% Homeless: 0.0% Socioeconomically Disadvantaged: 9.7% Sped: 0.39%			30% of Students with special needs enrolled in a rigorous course (AP, Honors, and CTE).

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1.1	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. • i-Ready (Curriculum Associates) for grades TK – 8 • Exact Path (Edmentum) for grades 9 - 12 • NWEA MAP for Dual Immersion K – 7 • LAS Links (Data Recognition Corp-DRC) for language acquisition (English Learners) • Schoolzilla (Renaissance Learning), Tableau, Aeries Analytics and Illuminate (AA, SWD, Foster & McKinney Vento) • Panorama Survey Software	$1,029,675.62	Y
Action 1.2	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:~~	$0.00	N

		• 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)~~ *As of 2022-23, this action item will not be included in the LCAP & instead will be funded by Title 1.		
Action 1.3	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~~ *As of 2022-23, this action item will not be included in the LCAP & instead will be funded by Title 2.	$0.00	N
Action 1.4	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 Language Arts pathway • SIS (Edmentum) Courseware program license to support students grades 9 - 12 with alternative courses, advancement, enrichment and credit recovery (EL, SWD)	$1,579,161.00	Y

		• 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		
		*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 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 1.5	Direct Student Support	Provide the following actions directly supporting students to improve their academic outcomes:	$530,000.00	Y

		• 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. (2022-23 this item will be funded out of Extended Learning Opportunity Program funds)

• Testing fees for PSAT/NMSQT, the SAT or Advanced Placement and International Baccalaureate.

• 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. | | |
| Action 1.6 | Targeted Academic Support for English Learners | • 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

• English Learner Certificated Support Position (ELIRT)

• Provide for Project GLAD professional development training for designated teachers

• Provide support for Dual Immersion professional development and recruitment | $657,313.00 | Y |
| Action 1.7 | Targeted Academic Support for Students with Disabilities | ~~This entire action moved to Goal #4 for 2022-23 due to the requirement to include a goal for differentiated assistance.~~

~~• 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)~~ | $0.00 | N |

		• 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.			
		*As of 2022-23, this action item was moved to Goal #4 (new goal).			
Action 1.8	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 up to date with their use of technology. The additional programs includes the following: • Alludo • Common Lit • Ed Puzzle • Gaggle • Gimkit • Kami • Listenwise • Math XL for dual enrollment classes • GoGuardian • Nearpod • Learning A-Z (RazKids) with English Learner Support • Paper • PearDeck • Sched • Screencastify • SeeSaw	$3,730,00.00	Y

		• Typing Club		
		• Zearn		
		• Provide Additional Chromebooks to support district-wide 1:1		
		• Provide classroom projector system upgrades district-wide		
		*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.		
Action 1.9	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 • Common Core Teachers on Special Assignment X4 • 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 • Additional middle school Spanish teachers X4 • 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)	$13,020,209.10	Y

		• Bilingual Instructional Aides (ALL) (EL) • Database Administrator (African American, Foster Youth & McKinney Vento, English Learners, Native American) • Director of Assessment and Data Analysis • Data Management Technicians • San Jacinto Leadership Academy FTEs (increase staff-student ratio) • Edward Hyatt World Language Academy FTEs • Provide resident guest teachers at each school site to support continuity of the instructional program • AVID Tutors at the secondary level *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 for [LCAP Year]

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.

Action 1.1: Learning Data

This action focused on purchasing supplemental assessments and data analysis software to improve the monitoring of student academic progress. There were no substantive differences between the planned actions and actual implementation. An overall success of this action item is enabling the district to improve in developing progress monitoring systems, which is an area SJUSD is working on strengthening. Each of our site's Problem Solving Teams have received training on how to use the Panorama Student Success Platform to develop student interventions and progress monitor students is a great start to fully implementing a Multi-Tiered System of Supports. Through the Student Success platform users can disaggregate data to drill deeper into examining unduplicated student group data, which will enable the

development of more interventions as well as standardize a system to progress monitor the success of the interventions. Because this is the first full year of using the platform, year one was focused on training.

Action 1.2: Standards and Skills Activities and Materials

This action focused on providing push-in professional development related to grade level standards, concepts and skills provided to all elementary teachers, secondary English Language Arts and mathematics teachers. There were no substantive differences between the planned actions and actual implementation. In 2021-22 SJUSD's work with Teacher Clarity in identifying daily learning intentions and success criteria was an area of focus. One success with action 1.2 is development of the implementation rubrics to progress monitor small group and close reading routines, but a challenge was staff shortages due to COVID-19 which impacted professional development and implementation to full scale.

Action 1.3: Research Based Strategies and Professional Learning

This action focused on professional learning for district and site leadership, teachers and other instructional staff in research based strategies. The main substantive difference between the planned actions resulted in our inability to find qualified substitute coverage to provide full release of classroom teachers to participate in our professional development. This resulted in adjusting our original plans to complete our professional development in other ways by either using existing staff or resident subs to be able to allow designated teachers to participate in the planned training. Due to the impact of COVID-19, many of our professional learning opportunities that were scheduled for extra duty resulted in lower attendance.

Action 1.4: Curriculum

This action focused on providing supplemental curriculum materials and resources designed to improve outcomes for our students. This included additional mathematics and English Language Arts resources and materials, credit recovery software as well as direct support to students for taking courses at the community college level and participating in Advanced Placement and International Baccalaureate courses, including taking the annual exams at no cost. The district also continued to supplement our Career Technical Education courses to provide access to all students. The main substantive difference between the planned actions and actual implementation involved staff not being able to participate in person for International Baccalaureate training because of less conference opportunities. Another substantive difference involved not purchasing perishable materials for science labs because teachers were piloting new materials for adoption. Other consumable materials were not purchased because of a surplus created by being closed to in person instruction the prior school year.

Action 1.5: Direct Student Support

This action focused on providing direct student support through an online tutoring program, reading incentives, academic enrichment and intersessions, academic competitions and providing for all eligible students to take the PSAT, SAT, AP and IB exams. The main substantive difference between the planned actions and actual implementation involved fewer students completing the PSAT and SAT because of the change in the requirement for college admissions. We were unable to participate in all of the originally planned competitions or attend all of the academic field trips due to limited in person opportunities due to the ongoing impact of COVID-19.

Action 1.6: Targeted Academic Support for English Learners

This action focused on providing supplemental resources, materials and staff to support the academic success of our English Learners. There were no substantive differences between the planned actions and actual implementation. SJUSD saw a challenge with fewer English Learners reclassifying and recognizes the impact that COVID-19 had on our English Learners. SJUSD saw fewer students using Rosetta Stone in 2021-22 and based on feedback from students and staff the district will be moving forward with another program.

Action1.7: Targeted Academic Support for Students with Disabilities

This action focused on providing supplemental resources, materials and staff to support the academic success of our Students with Disabilities. There were no substantive differences between the planned actions and actual implementation.

Action 1.8: Educational Technology

This action focused on providing supplemental educational technology software and equipment to support the success of our students. There were no substantive differences between the planned actions and actual implementation.

Action 1.9: Support Positions

This action outlined the supplemental positions that were provided to implement the identified actions and services. This included both centralized support positions as well as teachers and other staff providing direct services to students. The main substantive difference was that we were unable to fill two vacant positions for our Educational Technology Teachers on Special Assignment.

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

Action 1.1: Learning Data was overspent by $57,257.41 due to opening a new online school for students in grades K-8.

Action 1.4: Curriculum was underspent by $182,000 due shortages of supplies and materials caused by the pandemic.

Action 1.5: Direct Student Support was underspent by $204,992.32 due to a lower number of students completing the PSAT and SAT exam due to the change in college admission requirements. Additionally, we were not able to complete all of our scheduled academic field trips or in person academic competitions due to the ongoing impact of COVID-19. Lastly, our planned academic enrichments were replaced with additional expanded learning opportunities paid through ELO-P.

Action 1.6: Targeted Academic Support for English Learners was underspent by $67,164.59 due to a position being vacant for part of the year and the contract for Rosetta Stone being paid in advance in a prior school year.

Action 1.7: Targeted Academic Support for Students with Disabilities was overspent by $115,673.35 due to adjustments in teacher and staff salaries.

Action 1.8: Educational Technology was underspent by $355,554.99 due to not purchasing additional chromebooks and two other software programs.

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

San Jacinto USD continues to focus on developing and implementing a Multi-Tiered System of Supports (MTSS) to be able to respond in a consistent and timely manner to each and every learner. The actions and services in Goal 1 are designed to support high quality, standards aligned and evidence based instructional practices that are utilized at each tier of the MTSS model. While our overall local data in English Language Arts and mathematics show a decrease for all students, we continue to see growth in instructional practices through the development of implementation rubrics aligned to small group reading instruction and close reading routines. Below is a brief description of how each of the actions align to support MTSS and high quality instruction.

Action 1.1: Learning Data is designed to provide the supplemental resources to ensure that teachers and instructional leaders have access to multiple points of data so that we can accurately measure the current achievement of each and every student. This year we continued our implementation of i-Ready and Exact Path and provided the LAS to be able to progress monitor language development of our English Learners. Additionally, based on formative data, we began implementation of a phonics screener and are moving forward with utilizing a consistent reading inventory assessment for all elementary schools so that we can continue to identify the areas that students are struggling with reading. Since there has not been any updated data released on the California School Dashboard since 2019, we are relying heavily on our internal formative assessment, which are highly correlated with the California Assessment of Student Performance and Progress (CAASPP). Currently we show the following data for students in grades K-8 based on a comparison of our Middle of the Year assessments.

i-Ready ELA: Decrease 6.9% overall; 5.7% for EL, 6.7% for FY; 10.3% for Homeless; 6.1% for SED; Increase 0.5% for SWD

i-Ready Math: Decrease 7.3% overall; 3.5% EL; Increase 1.6% for FY; 0% for homeless; Decrease 7% for SED; 0% for SWD

While the overall data shows a decrease in the percentage of students that are meeting or exceeding grade level expectations, we are seeing growth in our data in the percentage of students that are performing in the lowest domains as measured by i-Ready assessments. When comparing the data from the middle of the year i-Ready assessment between 2021/2022 and the prior school year, we observed a 19% increase in students performing in a lower domain. This indicates that students originally performing one or two or more years behind are improving their overall relative placement. These students are performing better, even though they are not yet meeting grade level expectations.

This is a positive sign that we are addressing the students with the greatest instructional needs which will ultimately show as positive growth when the data is eventually released on the California School Dashboard as it measures the growth of all students through a 'Distance from Standard' calculation. We are currently still relying on data from 2019 which shows 37 points below the standard (orange performance level) in ELA and 78.2 points below the standard (yellow performance level) in math.

Action 1.2: Standards and Skills is designed to provide supplemental support for classroom teachers and instructional leaders in developing a deeper understanding and working knowledge of the California Common Core State Standards (CCSS) and identify the concepts and skills embedded within each grade level. This year we continued our work with Teacher Clarity in identifying the specific daily learning intention and success criteria for learners. Instructional leaders developed the implementation rubrics to progress monitor small group reading instruction and close reading routines. Even with a shortage of substitute teachers, we were able to complete three rotations of push in

professional development for all elementary teachers and secondary English and mathematics teachers. This is evidenced in the fact that we continue to meet the standard that we are implementing the CCSS in all grade levels and content areas in San Jacinto.

Action 1.3: Research Based Strategies and Professional Learning is designed to support the implementation of Action 2. In order for teachers to implement the concepts and skills embedded within the CCSS, they need to be able to collaborate around the most effective research based strategies. Evidence based strategies are those that have been shown to be effective through research and experience in the field. These are embedded and highlighted within the various professional development opportunities both inside and outside the classroom.

Action 1.4: Curriculum is designed to provide the supplemental resources we need to maximize our curriculum resources. With the high needs in the community of San Jacinto, this action provides valuable intervention resources and enhances our Career Technical Education opportunities for our students. Additionally, we support both the Advancement via Individual Determination (AVID) and International Baccalaureate (IB) programs at all levels. This is having a positive impact on our data as we have shown an overall increase of students meeting the UC/CSU requirements by 2.9%. We also report an increase of 9.6% for Homeless and 2.5% for Socioeconomically Disadvantaged. We have also shown an increase of students meeting UC/CSU and CTE of 9.1% for all students and CTE completers increased by 2.2%. We have refined the way we monitor CTE completers and while it has not been updated on the California School Dashboard, our comprehensive high school has nearly tripled the number of students that completed a CTE pathway. Our graduation rate has also held steady and even showed an increase of 2.5% for our Differently Abled Students. This also shows up in our data that we meet the requirement for course access for all students, but do not have more current data than 2019 for the College and Career Indicator on the California School Dashboard. One area that we recognized needs to be addressed is the percentage of students scoring 3 or higher on Advanced Placement exams. Our data has shown a decrease of 15% of students scoring 3 or higher. This is due to a lower number of students choosing to complete the exams. We also have shown a very low percentage of students completing the PSAT and SAT due to the change in college admission requirements.

Action 1.5: Direct Student Support is designed to provide supplemental support for areas directly connected to students. This includes areas such as providing for students to have access to an online tutoring service 24 hours a day/7 days a week, take courses at the community college level, attend intersession and other extended learning opportunities, complete the PSAT, SAT, AP or IB exams and earn incentives for reading.

Action 1.6: Targeted Academic Support for English Learners is designed to provide supplemental support for areas directly related to improving outcomes for our English Language Learners. While we have shown an increase in the percentage of students improving language skills and reclassifying in our local data, our most recent reported data shows a decrease of 10.9%. We recognize that this is a negative impact of being closed for in person learning due to covid, which would suggest that distance learning had a negative impact on language acquisition for all students. The measure of English proficiency on the California School Dashboard has not been updated since 2019.

Action 1.7: Targeted Academic Support for Students with Disabilities is designed to provide supplemental support for areas directly related to improving outcomes for our Students with Disabilities, which San Jacinto refers to as Differently Abled Students. These actions related to

providing additional resources for our students have shown to increase the achievement levels of all of our students performing in the lowest domain as measured by i-Ready as well as an increase of 2.5% of our Differently Abled Students.

Action 1.8: Educational Technology is designed to provide supplemental resources to support students accessing grade level information. The programs and resources are additional to what is provided through our core adopted curriculum. San Jacinto consistently monitors the use of the additional programs for both student and teacher usage.

Action 1.9: Support Positions is designed to provide transparency to the specific supplemental positions that are being provided to support our goal of creating literate students at each grade level through individualized supports with a focus on proficiency by 3rd grade. In order to implement the various actions related to learning data, standards and skills, research based strategies, supplemental curriculum and direct student support, we need highly qualified staff that are knowledgeable about working within a Multi-Tiered System of Supports. While we definitely see an impact in student achievement related to ongoing effects of COVID-19, we are confident that we are moving in the right direction of improving the way we respond to the instructional needs of each and every student.

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.

Based on reflections of our prior practice and actions from prior years, the following actions and services will be modified from Goal 1 for the 2022-2023 school year:

To provide more clarity for our educational partners we re-numbered each action item from one number to include a second number. For example in 2021-22 each goal was labeled Action 1, Action 2, Action 3, Action 4, Action 5, Action 6, Action 7, Action 8, and Action 9. They now are listed as Actions: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9.The new ordering of action items enables SJUSD to identify the Goal number and the action item number for that goal.

Modifications to the metric table item #17- Programs and services developed and provided to individuals with exceptional needs were modified on the baseline data and year one outcome to include the following student groups: English Learners, Foster Youth, Homeless Youth and Socioeconomically Disadvantaged. Previously this metric only had students with disabilities.

Action 1.1: Sandi Fast Software will be moved to goal 4 for year two due to the requirement to include a goal for differentiated assistance.

Action 1.2: The funding for this action in year two will be moved to title I funds. Therefore Action 1.2, Standards and Skills Activities and Materials will no longer be an action item in the LCAP. As a district, we are moving into a new phase of our professional learning that is targeted more toward specific instructional strategies to support increasing our reading achievement. With that in mind, we are not continuing with district wide professional development related to the 9 Modules of Teacher Clarity, which involved consultants pushing into schools to support grade level teams, district wide non-student days, administrative support through monthly meetings and related additional resources and materials. While we are continuing with the overall structure for professional learning, the focus will be more targeted and not included in the LCAP.

Action 1.3: The funding for this action item in year two will be moved to title II funds in the 2022-23 school year. Additionally, with an increase in funding connected to professional development and to be able to include additional actions and services in the LCAP based on feedback from our Educational Partners, we are not continuing with additional cohorts of teachers in the Teaching for Effective Learning through the National Institute for School Leadership, providing for additional funding at the hour rate, additional funding for sub coverage or additional funding for training and conferences for our specialists in the LCAP. We also are not continuing to provide for a program to monitor and track professional development in our district. This desire to provide for additional actions based on feedback also applies to Paper Tutoring, academic competitions and Rosetta.

Action 1.4: Changes to action 1.4 in 2022-23 include the following: Direct support to participate in additional college opportunities including dual and concurrent enrollment courses through Mount San Jacinto Community College (MSJC) will be funded out of title IV. Finally, additional curriculum to support our differently abled students was moved to goal 4.

Action 1.5: Changes to Action 1.5 in 2022-23 include the following: The funding for Paper tutoring will be funded through title I. Support for academic competitions will not be funded in the LCAP. In 2022-23 Academic enrichment and support for identified student groups including African American, Native American, English Learners, SWD, and McKinney Vento will be funded out of Extended Learning Opportunity Program funds.

Action 1.6: Changes to Action 1.6 in 2022-23 include removal of Rosetta Stone program, which is being replaced with a different program. The following items were added to this action item: The GLAD professional development training and Dual Immersion training for designated teachers.

Action 1.7: Due to the State requiring SJUSD to have a specific goal for being in Differentiated Assistance, Action Items from 1.7 are being moved to Goal 4 for the 2022-2023 school year.

Action 1:8: Changes to Action 1.8 for 2022-23 include the following: Accelerate education is being eliminated due to low usage, PowerSchool for teacher resources is being eliminated because SJUSD has a duplicate program being used for the same purpose, Read 180 and System 44 for tier three interventions will be eliminated due to low usage. Additionally, SJUSD added upgrading classroom projector systems district wide for 2022-23.

Action 1.9: Changes to Action 1.9 for 2022-23 include the following: The Educational Technology Teacher on Special Assignment (TOSA) x 2 are being eliminated to support resource alignment. Additionally the two English Arts Teachers on Special Assignment and the two Math Teachers on Special Assignment have been renamed as the Common Core Teachers on Special Assignment, these positions are not being removed from the action item just being renamed. The Additional FTE per elementary school, intervention teachers, are being repurposed as MTSS Support teachers, which is in goal 4 and will be funded out of Extended Learning Opportunity Grant. SJUSD noticed a duplicate item where middle school Spanish teachers were listed as having 3 and 4 teachers in different action items in the 2021-22 LCAP. Moving forward we corrected the item to indicate 4 teachers. Additionally we are adding several items to this action: Director of Assessment and Data Analysis, Data Management Technicians, San Jacinto Leadership Academy's staff in order to increase staff to student ratio, Edward Hyatt World Language Academy's additional staff will be included in 2022-23, provide Resident Guest Teachers at each school site to support continuity of the instructional program, AVID Tutors at the secondary level.

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

Goal #	Description
Goal #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
#1 Programs and services developed and provided to unduplicated pupils.	Data Source: Panorama Student Social Emotional Learning Survey 2020-21 67% of students in grades 3-5 responded favorably to having a sense of belonging at school	Data Source: Panorama Student Social Emotional Learning Survey Fall 2021-22 66% of students in grades 3-5 responded favorably to having a sense of belonging at school			85% of students in grades 3-5 will respond favorably to having a sense of belonging at school.
#2 Programs and services developed and provided to students with exceptional needs.	Data Source: Panorama Student Social Emotional Learning Survey 2020-21 37% of students in grades 6-12 responded favorably to	Data Source: Panorama Student Social Emotional Learning Survey Fall 2021-22 36% of students in grades 6-12 responded favorably to	[Insert outcome here]	[Insert outcome here]	85% of students in grades 6-12 will respond favorably to having a sense of belonging at school.

	having a sense of belonging at school	having a sense of belonging at school			
#3 Suspension Rates	Data Source: California School Dashboard 2019 All Students: 3.5% suspended at least once (orange performance level) English Language 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)	Data Source: California Dataquest 2021 All Students:0.1% suspended at least once English Learners: .1% suspended at least once Due to low suspension numbers the following student groups could not be calculated for 2021 due to privacy protection: Foster Youth Homeless Differently Abled	[Insert outcome here]	[Insert outcome here]	All Students: 2.6% suspended at least once (green performance level) English Language 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)
#4 Expulsion Rates	Data Source: DataQuest 2019-20 All students: 0.05% English Language Learner: 0.0% Foster Youth: 0.58% Homeless: 0.0% Socioeconomically Disadvantaged: 0.06% Differently Abled: 0.06%	Data Source: DataQuest 2020-21 All students: 0.00% English Language Learner: * Foster Youth: * Homeless: * Socioeconomically Disadvantaged: * Differently Abled: *			All students: 0.0% English Language Learner: 0.0% Foster Youth: 0.0% Homeless: 0.0% Socioeconomically Disadvantaged: 0.0% Differently Abled: 0.0%

		Note: Data may be suppressed (*) to protect student privacy (Data Suppression). Data are unduplicated at each reporting level (school/district/county/state). As a result, data at one level (e.g., school) are not summative to a higher level (e.g., district). Also, data displayed in the Program Subgroup report view (located in the Report Options and Filters under the Data Type Options) are not mutually exclusive and therefore not summative to the report total.			
#5 Chronic Absenteeism	Data Source: California School Dashboard 2019 All Students: 10.3% of students chronically absent (yellow performance level) English Language 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	Data Source: California Dataquest 2021 All Students: 16.8% of students chronically absent English Language Learner: 7.3% of students chronically absent Foster Youth: 30% of students chronically absent Homeless: 32.9% of students chronically absent Socioeconomically Disadvantaged:			8.8% of students chronically absent (green performance level) English Language 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 (yellow performance level) Socioeconomically Disadvantaged: % of students chronically absent (green performance level)

	students chronically absent (yellow performance level) Differently Abled: 14.7% of students chronically absent (orange performance level)	17.8% of students chronically absent Differently Abled: 20.1% of students			Differently Abled: 10.0% of students chronically absent (green performance level)
#6 High School Dropout Rate	Data Source: DataQuest 2019-20 All Students:3.1% English Language Learner: 4.3% Foster Youth: 14.8% Homeless: 7.1% Socioeconomically Disadvantaged: 3.3% Differently Abled: 6.4%	Data Source: DataQuest 2020-21 All Students:5.1% English Language Learner 9.2% Foster Youth: * Homeless: 12.8% Socioeconomically Disadvantaged:5.5% Differently Abled: 3.8% Note: Data may be suppressed (*) to protect student privacy (Data Suppression). Data are unduplicated at each reporting level (school/district/county/state). As a result, data at one level (e.g., school) are not summative to a higher level (e.g., district). Also, data displayed in the Program Subgroup report view (located in the Report Options and Filters under the Data Type Options) are not mutually exclusive and therefore not summative to the report total.			All Students: 2.1% English Language Learner: 3.0% Foster Youth: 7.0% Homeless: 3.5% Socioeconomically Disadvantaged: 2.1% Differently Abled: 3.0%

| #7 Middle School Dropout Rates | Data Source: CALPADS Report 1.12 2019-20

All Students: 0.0007% | Data Source: CALPADS Report 1.12 2020-2021

All Students: 0.002% | | | All Students: 0.0% |
| #8 School Attendance Rates | Data Source: Schoolzilla 2019-20 Attendance Explorer Report

All Students: 96.5%

English Language Learner: 96.3%

Foster Youth: 95.9%

Homeless: 94.3%

Socioeconomically Disadvantaged: 95.6%

Differently Abled: 94.2% | Data Source: Schoolzilla 2020-21 Attendance Explorer Report

All Students: 95.2%

English Language Learner: 95.2%

Foster Youth: 94.5%

Homeless: 92.8%

Socioeconomically Disadvantaged: 95.0%

Differently Abled: 93.6% | | | All Students: 98.0%

English Language Learner: 98.0%

Foster Youth:98.0%

Homeless: 97.0%

Socioeconomically Disadvantaged 97.0%

Differently Abled Students: 97.0% |

Actions

Action #	Title	Description	Total Funds	Contributing
Action 2.1	Provide MTSS Social-Emotional Learning Activities	• Provide SEL curriculum (Second Step & Character Strong)

• Provide Positive Behavior Intervention Support (PBIS) Teachers on Special Assignment (TOSA) X2

• Support Leader in Me program at 1 elementary site

• Drug prevention programs for secondary sites

*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 | $431,354.00 | Y |
| Action 2.2 | MTSS Tiered Student Behavior Support | • Provide Student Success Room (SSR) Teachers (Tier 2) X 3

• Provide Academic, Social, Emotional Development (Bobcat and Husky University Program) .5 Teachers per site (Tier 3) X2.

• Provide professional development for behavior support | $689,259.00 | Y |

		• Contract with Student Support Services Solutions (S4) to provide behavior and student support services. *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		
Action 2.3	Equity & Access	• Provide Director of Equity • Consultants for Cultural Proficiency training and support • Guest Speakers	$226,692.00	Y
Action 2.4	Foster Youth & McKinney Vento Enrichment & Engagement	Provide Foster Youth & Homeless ● School Supplies ● Field Trips ● Extracurricular Activities.	$23,000.00	Y
Action 2.5	African American Enrichment & Engagement	• Black history month school-wide events • HBCU fairs • Cultural enrichment intersession activities	$51,000.00	N
Action 2.6	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	$230,000.00	Y
Action 2.7	Attendance Support	• Provide Attendance Specialists X 3 • Provide Attention2Attendance contract • Provide Districtwide incentives and awards • Provide Shuttle Vans for Transportation X2 *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, EL, Foster Youth & McKinney Vento	$529,120.00	Y
Action 2.8	Music Opportunities	• Provide elementary Music Teachers	$992,781.00	Y

		• Provide music curriculum, repair and new equipment		
Action 2.9	Elementary Physical Education Opportunities	• Provide elementary Physical Education Teachers	$803,863.00	Y
Action 2.10	Districtwide ASCA Counseling Program	• Provide elementary and secondary supplemental counselors • Provide classified clerical staff for SJHS Counseling Center *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	$1,700,510.00	Y
Action 2.11	Mental Health Multi-tiered System of Support	• Provide Mental Health Psychologist X 3 • Provide Educational Therapists X 7 • Contract with Day Break, therapy provided virtual, offering mental health services and interventions for students *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	$1,608,886.00	Y

Goal Analysis for [LCAP Year]

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.

Actions 2.1: MTSS Social Emotional Learning:

SJUSD purchased three Social Emotional Learning curriculums--Second Step for students in grades Kindergarten through 8th grade, Character Strong for our high schools, and the Leader in Me curriculum for Estudillo Elementary school. SJUSD provided professional development for staff on how to use and implement the various SEL curriculum. The SEL curriculum supports the implementation of our Tier 1 core curriculum for social emotional learning. SJUSD also uses this curriculum to provide Tier 2 and Tier 3 support for our student groups who need additional support and reinforcement of SEL skills. Although training on the curriculums have been provided there is a challenge of ensuring consistent implementation of the lessons district-wide. The high schools are developing a plan to fully implement the curriculum in the 2022-23 school year.

SJUSD contracted with Care Solace, which is a mental health concierge service to help connect our students and families to mental health support in our community. One success of Care Solace is the high volume of use that SJUSD has with families and staff. SJUSD also funded two Positive Behavior Intervention Support Teachers on Special Assignment that have helped all our school sites in implementing PBIS

strategies and supports for students. The actions that were planned for this action item were implemented as planned. There are no substantive differences in planned or actual implementation of these actions.

Action 2.2: MTSS Tiered Student Behavior:

This action was carried out and implemented by funding three Student Success Room teachers who support our alternative to suspension program and two teachers that provide Academic, Social and Emotional Development (ASED) support for our Tier 3 middle school program called, Husky University and Bobcat University. SJUSD contracted with CASA/REACH, a community counseling agency to provide counseling services to our students in the Tier 3 program. Initially a challenge that SJUSD faced with this tier 3 program was that students were not being successful. One major change that resulted in the program was changing the program to be a push in model versus a pull out model. Each program has a .5 teacher that serves as a case manager who helps coordinate a wide range of interventions for the students in Bobcat University and Husky University. This adjustment has proven to be a success in SJUSD and local data shows growth for students who participate in this program. Additionally, SJUSD contracted with Akoben and Kimberli Breen to provide staff professional development on how to provide behavior support and restorative practices. One success is that the schools who receive push-in professional development have implemented restorative practices more consistently than sites who do not have push-in professional development. SJUSD also contracted with Listen Ed who provided training, coaching and consultation on engaging families who have students that need Tier 3 support. A challenge is due to COVID-19 the training did not occur until later in the school year so we have had limited interventions due to time constraints. There are no substantive differences in planned or actual implementation of these actions.

Action 2.3: Equity and Access:

This action item was carried out and implemented by funding one Director of Equity and Access, one secretary for the Director of Equity, as well as funding professional development opportunities. SJUSD was able to send members of each school site equity teams (approximately 100 staff) to Riverside County's Office of Education Excellence Through Equity conference in the fall. In addition SJUSD was able to hold 8 equity task force meetings where members received training on cultural proficiency and improvement science. Each of the site equity task force teams were able to develop improvement science plans to assist with closing the gap plans related specifically to site data.   SJUSD also contracted with Dr. Vinnie Pompei, a consultant to train our leaders, teachers, and middle school staff on how to create Safe and Inclusive environments for our LGBTQ+ students. Additionally SJUSD provided an Equity Partnership training which focused on how to engage our families and community using cultural proficiency strategies. SJUSD also provided cultural proficiency training and material for our school site leaders and classified staff. One substantive action that was not taken was attending an improvement science professional development due to the training not being offered in person. There were many successes from this action item such as the development of the Grow Our Own Program, the development of staff affinity groups, and the number of professional development opportunities that our staff had the opportunity to participate in. One challenge is finding time to train our teachers and the shortage of staff due to COVID-19.

Action 2.4: Foster Youth/McKinney Vento Engagement:

SJUSD provided school supplies and tutoring services to our Foster/McKinney Vento students. SJUSD also provided support to our Foster Students and McKinney Vento seniors to assist with extracurricular activities related to their senior year. At the end of the year SJUSD held

an Awards Banquet to celebrate our Foster/McKinney Vento students. SJUSD was unable to take the foster/McKinney Vento field trip this year due to barriers caused by COVID-19.

Action 2.5: African American Engagement:

The San Jacinto African American Council and Black Student Union facilitated a Black History Event which included food, games, history, and entertainment. Additionally SJUSD was able to sponsor The Black Excellence Awards for secondary students. SJUSD sponsored two enrichment days for our African American elementary students. One substantive action item that we were unable to implement was taking students to the college fairs due to COVID-19. Success from this action item includes the positive feedback received from educational partners about these events.

Action 2.6: Student Mentoring:

This action item was met by contracting with two agencies that provide mentoring to students: Mind, Body & Soul: Mentoring Through Action and Let's Rise Above. Mind, Body & Soul works specifically with our secondary (Monte Vista Middle School, North Mountain Middle School, and San Jacinto High School) tier three programs, as well as Park Hill Elementary School. Let's Rise Above provides mentoring to elementary students at San Jacinto Elementary School. SJUSD increased mentoring services and the contract was increased. One success of the Let's Rise Above Mentoring program was the improvement of grades, attendance, and behavior for the students who participated in the program.

Action 2.7: Attendance Support:

This action item was carried out by funding 3 attendance specialists who provide support district wide by facilitating trainings, Student Attendance Review Board meetings, and by providing attendance interventions using a Multi-Tiered System of Supports. Part of this action item includes our contract with Attention 2 Attendance. One substantive difference was this year SJUSD was unable to provide incentives and awards district-wide to support attendance due to concern that incentives and awards could encourage students with COVID-19 symptoms to attend school.

Action 2.8: Music Opportunities:

SJUSD provided music teachers at all seven elementary school sites. SJUSD provided extended hours for our orchestra strings program and our mariachi, Musica program. No substantive differences in planned activities.

Action 2.9: Elementary Physical Education:

SJUSD provided elementary physical education teachers at all seven elementary sites. The team worked together to provide enriching and healthy physical education curricular activities to our students. No substantive differences in planned activities.

Action 2.10: Districtwide Counseling Program:

This action item was carried out. SJUSD funded full time elementary school counselors, as well as four middle school counselor positions that provide a comprehensive school counseling program using the American School Counselor Association's National Model Program. The school counseling program is data driven and designed to provide a Multi-Tiered, Multi-Domain System of Support. Additionally SJUSD

funded a secretary 1 position for the counseling center at San Jacinto High School. Success for this action item is having a Lead Tk-12 School counselor that provides support to our middle school and freshmen foster, McKinney Vento (homeless), and African American students. As well as having full time elementary school counselors at each elementary school for the first time. SJUSD has seen the positive impact that school counselors have had on students and positive impact on reduced behaviors, improved grades and attendance. No substantive differences in planned activities.

Action 2.11: Mental Health Support--Multi-Tiered System of Support:

SJUSD funded 2 Behavioral Specialists, 3 School Psychologists, 7 Educational Therapists, and 2 Mental Health Instructional aides. These positions provide social/emotional and behavioral support to our students in SJUSD. One challenge that SJUSD has is there are many students and families who have been impacted by the trauma that COVID-19 has had and there are many students who need ongoing mental health support. No substantive differences in planned activities.

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

Action 2.1:$60,000 was not spent due to staff development opportunities being suspended due to COVID-19 related matters.

Action 2.2: This item was overspent by $291,000 due to differences in FTE salary amounts. The actual individuals who were appointed to these positions were higher on the salary schedule than originally anticipated.

Action 2.3: $48,000 was not spent due to the need to cancel a professional development training, due to COVID-19 related matters.

Action 2.5:$22,000 was not spent due to the inability to take field trips in person due to COVID-19 related matters.

Action item 2.6: This item was overspent by $52,000 due to increasing services for student mentorship opportunities.

Action item 2.7: $82,000 was not spent due to a vacant Attendance Specialist position. Also, attendance incentives and awards funding amounts were not spent due to COVID-19 related matters. The SJUSD district attendance team determined that creating attendance incentives would send mixed messaging to students who needed to stay home due to having COVID-19 symptoms.

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

SJUSD is committed to creating student engagement by embracing diversity and providing equitable access. Although this has been an area of focus in SJUSD, the pandemic amplified the importance of student engagement and equity. The pandemic has had a significant impact on students, staff, and educational partners. Student engagement research indicates this can lead to an improved sense of belonging, connection, increased learning, decrease in dropout rates, and reduction of behavioral issues (Trowler, 2010).

The following action items are designed to strengthen the Multi-Tiered System of Supports in schools across SJUSD: Action 2.1-MTSS Social Emotional Learning, Action 2.2-MTSS Tiered Behavior, and Action 2.3-Equity and Access, Action 2.10- District Wide ASCA School

Counseling Program, and Action 2.11-Mental Health Multi-Tiered System of Support. These actions support the whole child/student in terms of social/emotional, behavior and academics which has the potential to directly impact student engagement and equity and are assisting SJUSD in reaching Goal 2. One metric directly associated with these action items that indicates they are working is the Panorama Student Social Emotional Learning Survey. In the 2021-22 school year, 66% of students in grades 3 through 5 reported having a favorable sense of belonging. Furthermore, 79% of students responded favorably to having strong teacher-student relationships. When compared to the National average on this survey metric, SJUSD students scored near the 90th percentile for this topic (Panorama 2021-22). Additionally, 66% of students in grades 3 through 5 reported favorable responses for feeling engaged in school. When compared to the other students across the Nation, this score is near the 80th percentile for this topic (Panorama 2021-22).

Action 2.1, which supports the implementation of Second Step at elementary and middle schools, has contributed to students feeling engaged. Local data from student focus groups reinforces that the implementation of Social Emotional Learning (SEL) opportunities increases their student engagement. During student focus groups, elementary and middle school students shared the importance of being able to discuss social emotional learning topics during class, and students requested more SEL opportunities. Furthermore, 36% of high school students responded favorably to feeling a sense of belonging. This is a 1% decline from the previous year's data. This is the first year that SJUSD purchased an SEL curriculum for the high schools. The focus of this year was to provide high school teachers training on how to use the program and develop an implementation plan. The lack of full-scale implementation of SEL at the high schools is most likely a contributing factor as to why we are not seeing the Panorama Student SEL survey responses as high as the elementary students. SJUSD recognizes that the pandemic has had a negative impact on students feeling connected. As a result, SJUSD is committed to fully implementing the Social Emotional Learning curriculum.

During the 2021-22 student focus groups, students discussed the impact that COVID-19 had on their social/emotional needs, as well as the struggle that they have in connecting with each other and adults. Students also mentioned that classes where restorative circles are facilitated and classes where social emotional learning is taught, students have a stronger sense of community and engagement. SJUSD believes they are headed in the right direction of using restorative practices and social emotional learning, though it is important to point out that the restorative practices training has been done in cohorts, so not all of our schools have received the push-in training as of yet. By the end of the 2022-23 year, all school sites will have received the restorative practices training/coaching. Additionally, students expressed the importance of training staff on cultural proficiency, particularly anti-bias training. We have offered professional development focusing equity and cultural proficiency for staff, but more can be done to support our teachers. SJUSD will continue to develop and provide cultural proficiency training for staff. SJUSD recognizes the importance of strengthening each site's Multi-Tiered System of Supports. Action items 2.1, 2.2, 2.3, 2.10, and 2.11 are designed to strengthen MTSS and provide social/emotional, behavioral, and academic support, which will ultimately support the whole child. It is the belief that these action items are effective in assisting SJUSD in reaching Goal 2.

Another metric SJUSD is using to examine the effectiveness of action items for Goal 2 are the dropout rates. In the 2020-21 school year the middle school dropout rate declined to 0%. The high school dropout rate increased to 5.1%, yet this is lower than California's average of 6.4%. There was a significant decrease in the class of 2020-21 dropout rates for our differently abled students (3.8%). The SJUSD's Tk-12 school counseling program has contributed to improving student outcomes. In student focus groups students reported at all levels how helpful the school counselors are in supporting and helping them achieve their goals. Additionally, action 2.11--Multi-Tiered System for mental health has been an effective action item toward reaching Goal 2. Educational Therapists and Behavioral Specialists have provided

tier 2 and tier 3 interventions to support students struggling with social/emotional well-being. As of April 2022, SJUSD has had 320 suicide prevention risk interventions. SJUSD contracts with Care Solace and as of April 2022 there were 292 warm hand-offs and 12,405 communications with families for referrals for mental health services. SJUSD is confident that several of our aforementioned action items will strengthen Multi-Tiered Systems of Supports and will assist in reaching the goal of student engagement.

Although the SJUSD chronic absentee metric of 16.8% for all students is from the California Dataquest 2021, our local data, taken from Schoolzilla, shows SJUSD's overall chronic absentee rate as of March 2022 has increased compared to the previous year of 16.8% to 40.5%. SJUSD recognizes that COVID-19 procedures and protocols required by the State have impacted this metric. Action item 2.7-Attendance support has proven effective in supporting students who have chronic absences by creating interventions to support the student and families.

Action items 2.4-Foster Youth/Homeless Engagement, 2 5-African American Engagement/Enrichment, 2.6-Mentor Programs, 2.8-Music Opportunities, and 2.9-Elementary Physical Education are directly focused on engaging students in positive activities. According to the Search Institute study on 40 Developmental Assets, when schools are able to connect students to positive activities and caring adults, assets are built, which can increase students' level of resiliency, improve academics, behavior and attendance (Search Institute, 2022). When evaluating these actions to determine the effectiveness of moving forward in increasing student engagement, diversity, and equity we can examine suspension rates and expulsion rates. Based upon the 2019 California dashboard data, SJUSD expulsion rate was 0% and the suspension rate overall was 3.5%. When looking at SJUSD's local data points for expulsion and suspension according to Schoolzilla, the expulsion rate, as of April, 2022 remains at 0% and the suspension rate is 2.3%. Upon examining data from the Panorama Student SEL survey, in the area of student engagement, 76% of Foster Youth in grades 3-5 indicated they were engaged, which is considerably higher compared to the overall response of 64%. These metric items show that the action items are effective in reaching Goal 2.

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.

Based on reflections of our prior practice and actions from prior years, the following actions and services will be modified from Goal 2 for the 2022-2023 school year:

To provide more clarity for our educational partners we re-numbered each action item from one number to include a second number. For example in 2021-22 each goal was labeled Action 1, Action 2, Action 3, Action 4, Action 5, Action 6, Action 7, Action 8, Action 9, Action 10, Action 11. They now are listed as Actions: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, and 2.11. The new ordering of action items enables SJUSD to identify the Goal number and the action item number for that goal.

Changes were made to Goal 2 #3: Suspension rate metric for year one outcome due to the California School Dashboard not being updated. SJUSD reported data from the California Dataquest from 2021 to reflect the most recent suspension data.

Changes were made to Goal 2 #5: Chronic Absenteeism metric for year one outcome data due to the California School Dashboard not being updated. SJUSD reported data from California Dataquest from 2021 to reflect the most recent chronic absenteeism data.

Action 2.1: SEL professional development for staff will be funded out of professional development educator effectiveness funds. The Care Solace contract will be funded out of title IV funds based on SJUSD redistribution and allocation of funds. In 2021-22 SJUSD added funding to provide drug prevention activities for secondary sites.

Action 2.2: Changes for this action item do not eliminate the following contracts but reallocate funds for the following contracts: The contract for family engagement consultation and coaching with ListenED will be funded through title II funds. The contract for CASA/REACH will be funded out of title IV. SJUSD will be adding professional development for behavior support provided by Dr. Terrence Scott and a contract with Student Support Services Solutions (S4) to provide behavior and student support services. Furthermore, the program referred to as ASED is now renamed Bobcat University and Husky University.

Action 2.3: The Secretary 1 for the Director of Equity will be eliminated and duties for that position will be combined with an existing administrative assistant paid out of general funds. Extra duty pay for equity task force members will be funded out educator effectiveness funds for 2022-23 school year. Travel and conference expenses will be funded out of educator effectiveness funds for the 2022-23 school year. Professional development opportunities will be funded out of educator effectiveness funds for 2022-23 school year.

Action 2.4: Tutoring will be provided for Foster Youth from Paper tutoring which will be funded out of title 1 funds for 2022-23 school year.

Action 2.7: In 2022-23 SJUSD will increase the contract with A2A and increase attendance incentives for each school site. Additionally SJUSD will fund two vans to assist with transportation.

Action 2.8: The after school Mariachi Music Program and Orchestra Strings program will be funded through Extended Learning Opportunity funds for the 2022-23 school year.

Action 2.10: The LCAP will fund 14 school counselor positions instead of 11, the other remaining positions are funded out of the general fund in the 2022-23 school year.

Action 2.11: For 2022-23 school year, SJUSD created Goal #4 and the funding of 2 Behavior Specialists and Mental Health Instructional aides will be moved to goal #4 as they provide direct services to differently abled students. In 2022-23 SJUSD will be contracting with Day Break to provide virtual mental health and social-emotional services to students.

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

Goal

Goal #	Description
Goal #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
#1 Efforts to seek parent input in decision making	Data Source: Panorama Family Survey 2020-2021 54% of family members feel schools value their opinion	Data Source: Panorama Family Survey Fall 2021-2022 % of family members feel schools value their opinion (This question not asked in 2021-22 survey, therefore moving forward we will use % of families that feel satisfied with their child's school experience) 94% of families feel satisfied with their child's school experience.	[Insert outcome here]	[Insert outcome here]	90% of family members feel schools value their opinion, since this question was not asked in year two, the new outcome goal target is 98% of families feel satisfied with their child's school experience.

#2 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	Data Source: Panorama Family Survey Fall 2021-2022 67% of family members have been asked to volunteer at school	[Insert outcome here]	[Insert outcome here]	90% of family members have been asked to volunteer at school
#3 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.	Data Source: Panorama Family Survey Fall 2021-2022 91% of family members responded favorably that the school provides them with information about programs and resources.	[Insert outcome here]	[Insert outcome here]	95% of family members responded favorably that the school provides them with information about programs and resources
#4 Teachers: fully credentialed and appropriately assigned	Data Source: Cal-SASS 100% of teachers fully credentialed and appropriately assigned	Data Source: Cal-SASS 100% of teachers fully credentialed and appropriately assigned **Outcome Met**			100% of teachers fully credentialed and appropriately assigned
#5 Standards-aligned instructional materials for every student	Data Source: Williams Inspection Report. 100% standards-aligned instructional materials for every student.	Data Source: Williams Inspection Report. 100% standards-aligned instructional materials for every student. **Outcome Met**			100% standards-aligned instructional materials for every students
#6 School facilities in "good repair" per CDE's Facility Inspection Tool (FIT)	Data Source: FIT Report 100% "good repair" on all FIT inspections	Data Source: FIT Report 100% "good repair" on all FIT inspections **Outcome Met**			100% "good repair" on all FIT inspections

Actions

Action #	Title	Description	Total Funds	Contributing
Action 3.1	Parent & Family Engagement	• Provide Parent Liaisons, Foster Youth and Native American Family Liaisons & Parent Engagement Specialist • Provide Zoom Licensing for parent advisory meetings • Provide Districtwide Enrollment Center Staff: Enrollment Center Secretary, Enrollment Center Supervisor, Enrollment Technicians • Provide new Parent Center Construction Funding • Provide Student Support Secretary • Provide Coordinator of Student Support who oversees family/community liaisons • District Translator • Provide Public Information Officer *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.	$6,191,561.71	Y
Action 3.2	Basic Services: Highly Trained Staff	• Provide Elementary Assistant Principals • Provide Dean of Students • Provide Nurses • Campus Aides • Campus Security at secondary level (increase staff-student ratio) • Noon duty crossing guards (increase staff-student ratio) • Provide Professional Development Center Construction Funding *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.	$8,363,592.00	Y
Action 3.3	Basic Services: Access to Instructional Materials	• Provide District Librarian • Provide Library Media Technicians	$1,089,331.00	Y

		*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.		
Action 3.4	Basic Services: Facilities	• Provide Classroom Leases • Provide Pool Loan • Provide Assistant Facilities and Operations Director (This item is funded out of another funding source in 2022-23) • 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.	$1,245,443.00	N

Goal Analysis for [LCAP Year]

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.

Action 3.1: Parent & Family Engagement

SJUSD funded the parent engagement specialists who have been instrumental in creating a robust offering of support services for our families. 2021-22 marked the first year that SJUSD funded a .5 Foster Youth and McKinney Vento (homeless) parent liaison. The success of these actions include the development of stronger systems to support our families, particularly Foster and Mckinney Vento families. The only substantive difference in planned actions and implementation is the construction of the Parent Center. While this project is still proceeding, delays with the approval from the Division of State Architect on the design of the facility has delayed construction. We anticipate construction will take place this summer but some work will be completed by the beginning of the school year.

Action 3.2: Basic Services-Highly Trained Staff

In the 2021-22 school year SJUSD was able to fund three Center for Teacher Innovation Teachers on Special Assignment. This program is part of SJUSD's induction program and has had great success in supporting and retaining our new teachers. Additionally this goal enabled the funding of assistant principals at all of the school sites with the exception of SJ Technology Institute, as well as three Deans for our secondary sites. Another success of this action item are the strong health protocols and systems of support for COVID-19 supported by SJUSD's District Nurses. In 2021-22 another success was the funding of a new position called Public Information Officer. There were no substantive differences in planned actions or actual implementation of these practices.

Action 3.3: Basic Services--Access to Instructional Materials

SJUSD was able to provide a district librarian and library media technicians at each school site. There were no substantive differences in planned actions or actual implementation of these practices.

Action 3.4: Basic Services-Facilities

SJUSD was able to fund classroom leases, the SJHS pool loan, provide matching funds for the CTE Metal Fabrication Facility, and fund the facilities project manager. There were no substantive differences in planned actions or actual implementation of these practices.

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

Action 3.1:$323,000 was not spent due to routine vacancies and turnover in positions.

Action 3.1:$4,000,000 was not spent due to a delay in approval from the Division of State Architect for the Parent Engagement Center.

Action 3.4:$115,000 was not spent due to the ability to match the CTE incentive grant funds with alternate funds.

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

We continue to see benefits of goal 3 action items toward making progress on this goal. Action 3.1- Parent and Family Engagement by virtue of our investment in Parent Liaisons and Parent Engagement specialists. Although we did not meet our desired outcome in all cases, we did see dramatic improvements from the 2020-2021 baseline year, especially in the area of parent-school communication. For example, 91% of families responded favorably to the Panorama Family Survey question related to school and district communication. Action 3. 2- Basic Services: Highly Trained Staff we saw 100% results in teachers appropriately credentialed and assigned. In addition to the highlight of 100% standards-aligned materials, perhaps one of the largest successes of our investment in Action 3.3- Basic Services: Access to Instructional Materials was our grant award from the Federal Emergency Connectivity Fund which provided each and every student with a brand new 14" Chromebook with built in broadband connection in order to support remote learning. One metric that is evidence that this action item is effective is the SJUSD Panorama Family Survey. 99% of families responded favorably to the question, "I feel my child has regular access to technology." Finally, in our Action 3.4-Basic Services: Facilities, we were happy to see 100% scores on all Facilities Improvement Tool inspections at all Williams' schools ensuring our facilities were in "exemplary" repair exceeding our metric for this outcome measure.

There was a decline in the Panorama Family Survey, where parents were asked about opportunities to volunteer in their children's schools. While 64% responded favorably to this survey prompt, it was an overall 12 % decrease from the previous year. We are hopeful to see this outcome improve as the pandemic eases and more opportunities for parent participation become available.

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.

Based on reflections of our prior practice and actions from prior years, the following actions and services will be modified from Goal 3 for the 2022-2023 school year:

To provide more clarity for our educational partners we re-numbered each action item from one number to include a second number. For example in 2021-22 each goal was labeled Action 1, Action 2, Action 3, Action 4, etc. They are now listed as Actions: 3.1, 3.2, 3.3, 3.4. The new ordering of action items enables SJUSD to identify the Goal number and the action item number for that goal.

SJUSD changed the Year 1 outcome question for Metric #1 Efforts to seek parent input in decision making. In 2021-22 the baseline question from the Panorama Family Survey was, "Do you feel your school values your opinion?" This question is no longer in the survey. Therefore, moving forward we will use the question, "Do you feel satisfied with your child's school experience?" The desired outcome for 2023-24 will be changed to 98%.

Action 3.1: In 2022-23 SJUSD will fund a coordinator of student support and a district translator. Additionally the Public Information Officer, which used to be in action 3.2 will be moved to action 3.1.The title of the enrollment supervisor changed from Enrollment Coordinator to Enrollment Supervisor, due to the fact that the original position was held by a certificated staff and currently a classified staff holds that position.

Action 3.2: Due to reallocation of funds, the Center for Teacher Innovation (CTI) Teacher on Special Assignment x3 will be funded out of Educator Effectiveness funds. Additionally Educator Effectiveness funds will provide one additional CTI position. SJUSD is moving the Public Information Officer out of action 3.2 to action item 3.1. To improve student to staff ratio for 2022-23 SJUSD will fund all campus aides in 2022-23, as well as campus security at the secondary level. Additionally, SJUSD will fund noon duty crossing guards. SJUSD will fund the professional development center to assist our staff in providing highly effective teacher training and training on effective Tier One instruction.

Action 3.4: SJUSD will not be funding the matching funds for the Metal Fabrication Facilities because the grant is complete. The Assistant Facilities and Operations Director position will be funded out of the Restricted Routine Maintenance budget in 2022-23.

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

Goal

Goal #	Description
Goal # 4	Implement a Multi-Tiered System of Supports to address the needs of individual students, in order to exit Differentiated Assistance and improve academic and social-emotional outcomes for Students with Disabilities.

An explanation of why the LEA has developed this goal.

San Jacinto USD developed this goal because of the new requirement that we address any areas that we have been in Differentiated Assistance for three or more years. San Jacinto USD has been in Differentiated Assistance for more than three years for Students with

Disabilities in for being in the Red performance level for English Language Arts, Mathematics and College and Career Indicator and in the Orange performance level for Chronic Absenteeism, Suspension Rate and Graduation Rate.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Achievement on Statewide Assessments-ELA	Data Source: California School Dashboard 2019 All Students: 37 points below the standard (orange performance level) Differently Abled Students: 110.5 points below the standard (red performance level)				Student Performance identified in the Yellow 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) Differently Abled Students: 142.1 points below the standard (red performance level)				Student Performance identified in the Yellow Performance Level Differently Abled Students: 95 points below the standard (yellow performance level)
Percentage of students college and career ready	Data Source: California School Dashboard 2020 All Students: 24.9% prepared (orange performance level)				Student Performance identified in the Yellow Performance Level Differently Abled Students: 15.0% prepared (yellow performance level)

	Differently Abled Students: 1.1% prepared (red performance level)				
Pupil Participation in Statewide Assessment-ELA	Data Source: SELPA PIR Report 2020 95.5%				Maintain Target Met 95.0%
Pupil Participation in Statewide Assessment Math	Data Source: SELPA PIR Report 2020 95.0%				Maintain Target Met 95.0%
Least Restrictive Environment 80% or More	Data Source: SELPA PIR Report 2020 40.9%				Target Growth 52.2%
Least Restrictive Environment 40% or More	Data Source: SELPA PIR Report 2020 34.6%				Target Growth 21.6%
Higher Education	Data Source: SELPA PIR Report 2020 41.9%				Target Growth 54.3%
Attendance Rates	Data Source: Schoolzilla 2020-21 Attendance Explorer Report All Students: 95.2% Differently Abled: 93.6%				Differently Abled Students: 97.0%
Suspension Rates	Differently Abled: 7.1% suspended at least once (orange performance level)				Differently Abled Students: 2.5%
Pupil Achievement on Local Assessment - Reading (i-Ready)	Data Source: Schoolzilla 2020 Middle of the Year(MOY)				Differently Abled Students: 30.0%

	30% of students are performing at grade level standards Differently Abled Students: 7.4%				
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 Differently Abled Students: 5.0%				Differently Abled Students: 25.0%

Actions

Action #	Title	Description	Total Funds	Contributing
Action 4.1	MTSS Support Teacher	Provides supplemental direct services to identified student groups and ongoing professional development and training to teachers to improve student learning connected to data connected to being in Differentiated Assistance. This position is responsible for supporting the development of an implementation of a Multi-Tiered System of Supports for all identified student groups with a focus on our differently abled students.	$1,366,459.00	N
Action 4.2	Expand Inclusion	•Additional secondary site FTE's for the purpose of co-teaching in order to expand inclusion learning opportunities •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	$356,440.00	N
Action 4.3	Supplemental Resources and Materials	• Support software program (Unique) • Support software program SANDI/FAST	$52,552.00	N

| Action 4.4 | Supplemental Support Staff | •Provide 3 Special Education Coordinators to support the implementation of MTSS

• Provide Special Education Teacher on Special Assignment (TOSA)

• Provide a Transition Specialist to increase career outreach for completing students in order to respond to post-secondary needs

• Special Education Instructional Aides increase to 7 hours

• Provide Behavior Specialists

• Provide Mental Health Instructional Aides

• Provide an 8 hour special education clerk to support data reviews to ensure that submitted Least Restrictive Environment data is accurate | $3,648,063.00 | N |

Goal Analysis for [LCAP Year]

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 left blank to be completed in 2022-23.

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

Intentionally left blank to be completed in 2022-23.

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

Intentionally left blank to be completed in 2022-23.

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 left blank to be completed in 2022-23.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$37,539,435	$4,769,022

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
39.15%	4.16%	$3,628,228.22	43.31%

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

Required Descriptions

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

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 43.27% in the following manner:

Goal #1:

Action 1.1: Foster Youth, Homeless, low-income and English Learner students were given special consideration because these student groups scored below the standard on the Statewide English Arts and Math assessments according to the CA Dashboard (2019). Upon examining scores for the ELA assessment, English Learners were 46.9 points below the standard, Foster Youth were 50.1 points below the

standard, Homeless students were 96.9 points below the standard (red performance level), and English Learners were 46.9 points below the standard, and low-income students were 80.6 below the standard. When examining state math scores, English Learners also scored 85.3 points below the standard, Foster youth were 50.9 points below the standard, homeless students scored 140.4 points below the standard, and low-income students scored 41.2 points below the standard. Furthermore, English Learners, homeless, and low income students are in the Orange performance level for college and career indicators. Therefore, after assessing the needs, conditions, and circumstances of our Foster Youth, homeless students, low-income and English Learners, SJUSD is providing additional learning data software to assess these students' current achievement levels in reading, mathematics and language acquisition levels, in both English and Spanish. This will help SJUSD educators to progress monitor these students' academic growth, leading to increases in their overall academic performance.

While data collection is used to monitor the academic progress of all students, specific monitoring of progress will be collected for English Learners, low-income students, Homeless, and Foster Youth. This type of progress monitoring is important in a response to intervention, and a Multi-Tiered System of Support, because it provides educators with the data they need to make good decisions about when students should be moved between tiered supports. Research-based software platforms to be used are: i-Ready (grades tk-8), Exact Path (Edmentum-grades 9-12), NWEA MAP for Dual Immersion (tk – 7), LAS Links (language acquisition for English Learners), Schoolzilla, Tableau, Panorama, Aeries Analytics and Illuminate (Foster & McKinney Vento), Panorama Survey Software.

Actions 1.4, 1.5: As previously mentioned, Foster Youth, Homeless, low-income and English Learner students were given special consideration because these student groups scored below the standard on the Statewide English Arts and Math assessments according to the CA Dashboard (2019). Once again, upon examining scores for the ELA assessment, English Learners were 46.9 points below the standard, Foster Youth were 50.1 points below the standard, Homeless students were 96.9 points below the standard (red performance level), and English Learners were 46.9 points below the standard, and low-income students were 80.6 below the standard. Also, as previously mentioned, when examining state math scores, English Learners also scored 85.3 points below the standard, Foster Youth were 50.9 points below the standard, homeless students scored 140.4 points below the standard, and low-income students scored 41.2 points below the standard. Furthermore, English Learners, homeless, and low-income students are in the Orange performance level for college and career indicators. Compared to SJUSD's overall graduation rate (90.3%) for class of 2021, English Learners (78.7%), Homeless students (73.1%), and low-income students (90.0%) had a lower graduation rate. Additionally English Learners had a 1.1% reclassification rate, which was significantly lower than 2019-20. After assessing the needs, conditions, and circumstances of our Foster Youth, homeless students, and English Learners, these actions provide supplemental programs and resources in both English Language Arts and Math, as well as Language Acquisition, for the purpose of enrichment, remediation and career exploration. By providing these supplemental programs and resources to Homeless, Foster Youth, low income, and English Learner students, they are exposed to additional instructional and/or learning opportunities which provides them with supplemental opportunities to increase their academic performance levels on future performance indicators (ELA, Math, and CCR). Programs and resources offered to these students are SIS (Edmentum) courseware program license to support students (9-12) with alternative courses, advancement, enrichment and credit recovery, 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, 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, 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. Moreover, in Action 1.5 specific programmatic focus is given to reading in the form of support for SJUSD's Ready, Set, Read initiative (literacy by 3rd grade), as well as supplemental technology supplies for site libraries, academic intercessions for identified students for the purpose of credit recovery and intervention, and any testing fees for PSAT/NMSQT, the SAT or Advanced Placement and International Baccalaureate for the purposes of enrichment.

Action 1.8: Once again, and as previously mentioned, Foster Youth, homeless, low-income and English Learner students were given special consideration in the areas of technology support because these student groups scored below the standard on the Statewide English Arts and Math assessments according to the CA Dashboard (2019). Once again, upon examining scores for the ELA assessment, English Learners were 46.9 points below the standard, Foster Youth were 50.1 points below the standard, homeless students were 96.9 points below the standard (red performance level), and English Learners were 46.9 points below the standard, and low-income students were 80.6 below the standard. Also, as previously mentioned, when examining state math scores, English Learners also scored 85.3 points below the standard, Foster Youth were 50.9 points below the standard, homeless students scored 140.4 points below the standard, and low-income students scored 41.2 points below the standard. Furthermore, English Learners, homeless, and low-income students are in the Orange performance level for college and career indicators. Compared to SJUSD's overall graduation rate (90.3%) for class of 2021, English Learners (78.7%), homeless students (73.1%), and low-income students (90.0%) had a lower graduation rate. Additionally, English Learners had a 1.1% reclassification rate, which was significantly lower than 2019-20. Therefore, this action addresses the technological needs of students to support their performance towards graduation, college/career readiness, as well as achievement in ELA & Math. Furthermore, technology provides students with easy-to-access information, accelerated learning, and engaging opportunities to practice what they learn. It enables students to explore new subjects and deepen their understanding of difficult concepts, allowing for intervention and enrichment opportunities. This is why SJUSD is supporting the following technology software opportunities for students: Alludo, Common Lit, EdPuzzle, Gaggle, Gimkit, Kami, Listenwise, Math XL for dual enrollment classes, GoGuardian, Nearpod, Learning A-Z (RazKids) with English Learner Support, Paper, PearDeck, RaZ Kids, Sched, Screencastify, SeeSaw, Typing Club, and Zearn. To further enhance the use of technology throughout SJUSD instructional programs, SJUSD will also provide additional Chromebooks to support district wide 1:1 initiative, and provide classroom projector system upgrades district-wide.

Action 1.9: As previously mentioned, Foster Youth, homeless, low-income and English Learner students were given special consideration because these student groups scored below the standard on the Statewide English Arts and Math assessments according to the CA Dashboard (2019). Once again, upon examining scores for the ELA assessment, English Learners were 46.9 points below the standard, Foster Youth were 50.1 points below the standard, homeless students were 96.9 points below the standard (red performance level), and English Learners were 46.9 points below the standard, and low-income students were 80.6 below the standard. Also, as previously mentioned, when examining state math scores, English Learners also scored 85.3 points below the standard, Foster Youth were 50.9 points below the standard, homeless students scored 140.4 points below the standard, and low-income students scored 41.2 points below the standard. Furthermore, English Learners, homeless, and low-income students are in the Orange performance level for college and career indicators. Compared to SJUSD's overall graduation rate (90.3%) for class of 2021, English Learners (78.7%), Homeless students (73.1%), and low-income students (90.0%) had a lower graduation rate. Additionally English Learners had a 1.1% reclassification rate, which was

significantly lower than 2019-20. This action addresses the need to provide direct support to these specific student groups to obtain progress towards graduation, college/career readiness and achievement in ELA & Math. Specialized instructional staff work with students, teachers, school support staff, parents, community members, and many other education partners to help students remove learning barriers while examining their individual strengths and talents, interests and insecurities, which ultimately leads to improved academic metrics. Through this action, SJUSD is supporting these specialized personnel in the following areas: Director of CTE and Special Programs, Director of English Learners, Additional technology staff, Common Core Teachers on Special Assignment, BARR Program Coordinator and Counselor to assist with implementation of the program at SJHS, Additional middle school Spanish teachers, 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, Bilingual Instructional Aides, Director of Assessment and Data Analysis, Data Management Technicians, San Jacinto Leadership Academy FTEs (increase staff-student ratio), Edward Hyatt World Language Academy FTEs, resident guest teachers at each school site to support continuity of the instructional program, and AVID Tutors at the secondary level.

Goal #2:

Action 2.1, 2.2, 2.10 & 2.11 - Foster Youth and Homeless students were given special consideration because they scored below the district trend for chronic absenteeism with a performance level of ORANGE (CA Dashboard 2019). As of March 2022, chronic absentee rates for SJUSD Foster Youth is 40.5%, 57.5% for SJUSD's homeless students, and 40.1% for SJUSD's English Learners (Data from Schoolzilla). Furthermore, they scored at the RED performance level for the suspension indicator (CA Dashboard 2019). Based on local data for this school year, SJUSD Foster Students have a suspension rate of 5.7% and homeless students have a 4.3% suspension rate which is higher than the district's overall rate of 2.4% (Schoolzilla Data, April 2022). After assessing the needs, conditions, and circumstances of our Foster Youth, homeless students, and English Learners, and hearing from these student groups during student focus groups SJUSD learned that their chronic absentee rates are higher compared to the total population and suspension rates are higher for the district's Foster Youth and homeless students. To address these identified needs centering on student engagement, SJUSD created these action items to strengthen our Multi-Tiered System of Support to support the whole child in social/emotional learning, behavior and mental health wellness. 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. Action 2.1 provides a social emotional learning curriculum at a tier one level which enables our students to develop core SEL competencies. By using PBIS strategies teachers can support these student groups if they are struggling with behavior. SJUSD recognizes some students need supplemental support and the SEL curriculum can be provided as a tier two intervention that helps support the social- emotional and behavior of our foster students, English Learners, and homeless students. These action items support a TK-12 comprehensive ASCA Model program throughout SJUSD. Elementary and secondary counselors provide a Multi-Tiered, Multi-Domain System of Support to Foster Youth, homeless students, and English Learners by addressing their academic, social-emotional, behavioral, and college/career needs. Furthermore by addressing these specific student engagement needs through a Multi-Tiered System of Supports, English Learners, 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.

Action 2.3 - SJUSD provided special consideration to Foster Youth and homeless students because 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. As of April 2022, chronic absentee rates for SJUSD Foster Youth is 40.2%, 57.5% for SJUSD's homeless students, and 40.1% for SJUSD's English Learners (Data from Schoolzilla). Furthermore, they scored at the RED performance level for the suspension indicator (CA Dashboard 2019). Based on local data for this school year, SJUSD Foster Students have a suspension rate of 5.7% and homeless students have a 4.3% suspension rate which is higher than the district's overall rate of 2.4% (Schoolzilla Data, April 2022).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 is in their first year of providing 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, English Learners, 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, English Learners, and homeless students will be more engaged with their educational program and decrease their chronic absenteeism rate overall. For Foster Youth and homeless students, there will be improvement in chronic absenteeism, moving students 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 student engagement and connectedness.

Action 2.6 -SJUSD provided special consideration to Foster Youth and Homeless because the students scored below the district trend for chronic absenteeism with a performance level of ORANGE (CA Dashboard, 2019). Furthermore, they scored at the RED performance level for the suspension indicator. Based on current local data from Schoolzilla, SJUSD Foster students have a 40.2% chronic absentee rate and SJUSD homeless students have a 57.5% chronic absentee rate. 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 feeling a greater sense of connectedness.

Action 2.7- After assessing the needs, conditions, and circumstances of our Foster Youth, homeless students, and English Language Learners, and hearing from these student groups during student focus groups, SJUSD learned that Foster Youth and homeless students scored below the district trend for chronic absenteeism with a performance level of ORANGE. As of April 2022, chronic absentee rates for SJUSD Foster Youth is 40.2%, 57.5% for SJUSD's homeless students, and 40.1% for SJUSD's English Learners (Data from Schoolzilla). This action addresses the need to monitor Foster Youth, homeless students', and English Learners 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. Additionally SJUSD is going to fund 2 shuttle vans to assist these student groups with improving access to transportation which will assist in closing the attendance gaps. Foster Youth, low-income students, homeless students and English Learners who are chronically absent and participate in the School Attendance Review Team and School Attendance Review Board meetings will be given priority in receiving shuttle van transportation. SJUSD will measure the impact of improved chronic absenteeism for students who receive the transportation services compared to students who did not receive the service. This action item will improve chronic absences as well as overall attendance for SJUSD's foster, homeless, and English Learners. These actions will

enable Foster Youth and homeless students to be more engaged with their educational experiences and opportunities, resulting in a reduction of chronic absenteeism rates minimally moving from ORANGE to YELLOW performance level.

Actions 2.8 & 2.9- Upon assessing the data and conditions for Foster Youth, homeless students, and English Learners SJUSD is providing special consideration for these student groups. According to the 2019 California Dashboard, 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. As of April 2022, chronic absentee rates for SJUSD Foster Youth is 40.2%, 57.5% for SJUSD's homeless students, and 40.1% for SJUSD's English Learners (Data from Schoolzilla). Upon examining the suspension rates, Foster Youth and homeless students scored at the RED performance level for the suspension indicator (CA Dashboard 2019). Based on local data for this school year, SJUSD Foster Students have a suspension rate of 5.7% and homeless students have a 4.3% suspension rate which is higher than the district's overall rate of 2.4% (Schoolzilla Data, April 2022). To address these identified needs, SJUSD has created two action items that will provide elementary Foster Youth, homeless students, and English Learners 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 chronic absenteeism and suspension indicators to be minimally reduced from RED and ORANGE, to ORANGE and YELLOW.

Goal #3:

Action 3.1 - After assessing data, examining the needs and conditions for SJUSD English Learners, Foster Youth, and homeless students SJUSD is providing special consideration to these student groups. The Panorama Family Survey asked families if they have been asked to volunteer, only 67% of parents/guardians responded favorably, which is a decrease compared to last school year (77%). SJUSD asked families if the school provides them with information about programs and resources and 91% responded favorably which is a slight improvement from the previous year (90%). Based upon this data and conditions, Action 3.1 addresses the need to engage and collaborate with parents throughout SJUSD. This will be accomplished through continuing to support a districtwide family liaison staffing initiative and providing a parent/family and community liaison specific for outreach to the families of Foster Youth and homeless students. 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 center, a new parent center, a coordinator of Student Support to oversee the family/community liaisons, and a district translator to provide families with extraordinary customer service and enhance communication protocols. Supporting and expanding parent/family 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 3.2 - After assessing data, examining the needs and conditions for SJUSD English Learners, Foster Youth, and homeless students SJUSD is providing special consideration to these student groups. The Panorama Student Survey asked students if they feel safe and 50% of foster students in grades 3-5 indicated they felt unsafe, 37% of homeless students in grades 3-5 felt unsafe, and 41% of English Learners in grades 3-5 indicated they did not feel safe. 46% of secondary Foster Youth reported feeling unsafe, 56% of secondary homeless students reported feeling unsafe, and 43% of secondary English Learners reported feeling unsafe. Based upon this data Action item 3.2 will provide support by ensuring that SJUSD provides Highly Trained Staff to support unduplicated students. Well-trained teachers and support staff is a

critical component to ensuring students feel safe at school and develop positive relationships. SJUSD continues to provide full-time Assistant Principals, Dean of Students at each school site, school nurses, campus security, campus aides, and noon duty crossing guards. Furthermore, students' safety is improved by having these positions. 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 students feeling safe in school and increase connectedness which will ultimately increase student engagement. .

Action 3.3 - After assessing data, examining the needs and conditions for SJUSD English Learners, Foster Youth, and homeless students SJUSD is providing special consideration to these student groups. The Panorama Family Survey asked families if they have been asked to volunteer, only 67% of parents/guardians responded favorably, which is a decrease compared to last school year (77%). SJUSD asked families if the school provides them with information about programs and resources and 91% responded favorably which is a slight decline from the previous year (90%). By providing a district librarian and library media technicians 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.

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 43.27% for the budget. SJUSD is spending more than what is required under the minimum proportionality requirement.

Goal #1: Foster Youth, homeless, low-income and English Learner students were given special consideration because these student groups scored below the standard on the Statewide English Arts and Math assessments according to the CA Dashboard (2019). Once again, upon examining scores for the ELA assessment, English Learners were 46.9 points below the standard, Foster Youth were 50.1 points below the standard, homeless students were 96.9 points below the standard (red performance level), and English Learners were 46.9 points below the standard, and low-income students were 80.6 below the standard. Also, as previously mentioned, when examining state math scores, English Learners also scored 85.3 points below the standard, Foster Youth were 50.9 points below the standard, homeless students scored 140.4 points below the standard, and low-income students scored 41.2 points below the standard. Furthermore, English Learners, homeless, and low-income students are in the Orange performance level for college and career indicators. Compared to SJUSD's overall graduation rate (90.3%) for class of 2021, English Learners (78.7%), homeless students (73.1%), and low-income students (90.0%) had a lower graduation rate. Additionally English Learners had a 1.1% reclassification rate, which was significantly lower than 2019-20. Due to these identified needs, SJUSD plans to support 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 for dual immersion, the LAS links for language acquisition, Schoolzilla, Tableau, Panorama, Aeries Analytics, and Illuminate. SJUSD will provide additional resources and materials to support math and reading language pathways, which includes SIS Edmentum equipment, materials and professional development to support Project Lead the Way, the agriculture

program and Career Technical Student Organization Memberships. Additionally SJUSD will provide students with soft skills training, infrastructure improvements and specific classroom technology upgrades to support CTE programs, support for International Baccalaureate Programs (Primary, Middle and Diploma), support AVID, and additional materials that supplement core adoptions for tier 2 and tier 3 interventions. Additional resources and supplies will be provided to support the Ready, Set, Read initiative, academic intercessions for interventions and enrichment, testing fees, and support to each school for academic field trips. To further support English Learners SJUSD will provide, English 3-D resources, English 3-D professional development, one EL program technician, one English Learner Certificated Support Position, Project GLAD professional development, and support for dual immersion professional development and recruitment. To further support tiered interventions Alludo, Common-LIT, EdPuzzle, Gaggle, Gimkit, Kami, Listenwise, MathXL, GoGuardian, Nearpod, RazKids, Paper Tutoring, PearDeck, Sched, Screencastify, SeeSaw, Typing Club, and Zearn will be the educational technology tools provided. Chromebooks to support district wide one to one initiative and classroom projector system upgrades will also be provided. To further support these student groups, SJUSD will provide the following: Director of CTE, Director of English Learners, additional technology staff, common core teachers on special assignment, a BARR program coordinator and school counselor, middle school Spanish teachers, career technical education staff, Project Lead the Way teachers, dual immersion teachers, bilingual instructional aides, database administrator, Director of Assessment and Data Analysis, data management technicians, San Jacinto Leadership Academy teachers, Edward Hyatt World Language Academy teachers, resident guest teachers, and AVID tutors at the secondary level.

Furthermore, Action 1.6 provides additional support for English Learners by providing English 3D resources and additional professional development to support implementation and increased language acquisition, with the priority for Long-Term English Learners to reclassify at the secondary level, and one EL Technician and one EL Certificated Support Position (ELIRT) to support implementation and progress monitoring of English Learner students, and finally, Project GLAD professional development training for designated teachers.

Goal #2: After assessing the data and conditions for Foster Youth, homeless students, and English Learners SJUSD is providing special consideration for these student groups. According to the 2019 California Dashboard, 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. As of April 2022, chronic absentee rates for SJUSD Foster Youth is 40.2%, 57.5% for SJUSD's homeless students, and 40.1% for SJUSD's English Learners (Data from Schoolzilla). Upon examining the suspension rates, Foster Youth and homeless students scored at the RED performance level for the suspension indicator (CA Dashboard 2019). Based on local data for this school year, SJUSD Foster students have a suspension rate of 5.7% and Homeless students have a 4.3% suspension rate which is higher than the district's overall rate of 2.4% (Schoolzilla Data, April 2022). SJUSD continues to support Foster Youth, English Learners, homeless students, and low-income students by continuing to increase and improve services for these student groups by providing SEL curriculum (Second Step, Leader In Me, Character Strong),Positive Behavior Intervention Support Teachers on Special Assignment, support leader in me at one elementary site, and support drug prevention at secondary sites. SJUSD will also fund the Student Success Room (SSR) teachers, provide tier 3 half time teachers for Bobcat and Husky University, provide professional development to staff to help support behavior and social emotional well-being, and contract with S4 to provide behavior and student support services. Additionally, SJUSD continues to fund the Director of Equity, consultants for cultural proficiency trainings, and guest speakers. Enrichment activities, school supplies, and field trips for

Foster Youth and homeless students. SJUSD will continue to provide mentoring services provided by Mind, Body, and Soul, and Rise Above. SJUSD plans to support attendance for the student groups by providing attendance specialists, Attention2Attendance contract, district wide incentives and awards, as well as funding for two vans for transportation support. Elementary music and Physical Education teachers are being provided to support enrichment. A comprehensive school counseling program will be provided to support these student groups by funding supplemental elementary, secondary school counselors, and classified clerical staff. Finally, SJUSD will provide mental health psychologists, educational therapists, and a contract with Day Break to provide virtual therapy and mental health services for students.

Furthermore, Action 2.4 was created to provide special consideration to Foster Youth and homeless students who scored below the district trend for chronic absenteeism with a performance level of ORANGE. These students scored at the RED performance level for the suspension indicator (CA Dashboard 2019). Based on current local data from Schoolzilla, SJUSD Foster students have a 40.2% chronic absentee rate and SJUSD homeless students have a 57.5% chronic absentee rate. Current suspension data shows that suspension rates are higher compared to the overall rates for Foster Youth in SJUSD (5.7%) and homeless students (4.3%). After considering the needs, conditions and circumstances for SJUSD foster and homeless students we have created action # 2.4 to address 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, engagement activities, and extracurricular activities. 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 feeling a greater sense of connectedness.

Goal #3: The parents/guardians of Foster Youth, low income, and English Learner students participated in the Panorama Family Survey which asked families if they have been asked to volunteer, only 67% of parents/guardians responded favorably, which is a decrease compared to last school year (77%). SJUSD asked families if the school provides them with information about programs and resources and 91% responded favorably which is a slight improvement from the previous year (90%). Therefore SJUSD is increasing and improving services for these student groups and the actions are having a favorable impact on the students. SJUSD will continue to provide parent liaisons, a Foster Youth/McKinney Vento liaison, a parent engagement specialist, Zoom licensing for parent advisory meetings, district wide enrollment staff to expedite student enrollment for the purposes of student learning, a new parent center construction project, student support secretary, coordinator of student support to oversee family/community liaisons, district translator, and public information officer. Additionally, to support these students with highly trained staff SJUSD will provide elementary Assistant Principals, dean of students, supplemental school nurses, campus aides, additional campus security and noon duty crossing guards, a professional development center, district librarian, and library media technicians.

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

All schools in SJUSD have an Unduplicated Pupil Percentage above 55%, therefore these actions are being deployed to all schools in the district. The additional concentration grant add-on funding identified above was used to increase the number of staff providing direct services to students at schools with a high concentration of Foster Youth, English Learners, and low-income students include the following positions: Resident Guest Teachers (Goal 1, Action Number 1.9), SJLA FTEs (Goal 1, Action Number 1.9), Special Education Instructional Aides increase to 7 hours for 64 positions (Goal 4, Action Number 4.4), Campus Security at secondary level (Goal 3, Action Item 3.2), San Jacinto Leadership Academy Assistant Principal (Goal 3, Action Item 3.2), Noon Duty/Crossing Guards increase to 5 hours (Goal 3, Action Item 3.2). District Translator (Goal 3, Action Item 3.1).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	Elementary sites classified staff-to-student ratio 36.35: 1 Secondary sites classified staff-to-student ratio 75.88: 1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Elementary sites certificated staff-to-student ratio 16.89: 1 Secondary sites certificated staff-to-student ratio 23.10: 1

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

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

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

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

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

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

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

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

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the

LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

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

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

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

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

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

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

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

- o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

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

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  - o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

  - o   This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

  - o   This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

  - o   This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

    o   This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)

    o   This amount is the Total Planned Contributing Expenditures (4) subtracted from the Total Estimated Actual Expenditures for Contributing Actions (7)

- 5. Total Planned Percentage of Improved Services (%)

    o   This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

    o   This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

    o   This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

    o   This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

    o   If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- 13. LCFF Carryover — Percentage (12 divided by 9)

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

California Department of Education
November 2021

22-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 44,218,766	$ 5,423,514	$ -	$ 503,986	$ 50,146,265	$ 33,905,468	$ 16,240,797

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Learning Data	All	$ 1,029,676	$ -	$ -	$ -	$ 1,029,676
1	1.4	Curriculum	All	$ 1,579,161	$ -	$ -	$ -	$ 1,579,161
1	1.5	Direct Student Support	All	$ 530,000	$ -	$ -	$ -	$ 530,000
1	1.6	Targeted Academic Support for English Learners	EL	$ 657,313	$ -	$ -	$ -	$ 657,313
1	1.8	Educational Technology	All	$ 3,730,000	$ -	$ -	$ -	$ 3,730,000
1	1.9	Support Positions	All	$ 12,794,782	$ -	$ -	$ 225,428	$ 13,020,209
2	2.1	Provide MTSS Social Emotional Learning Activities	All	$ 431,354	$ -	$ -	$ -	$ 431,354
2	2.2	MTSS Tiered Student Behavior Support	All	$ 689,259	$ -	$ -	$ -	$ 689,259
2	2.3	Equity & Access	All	$ 226,692	$ -	$ -	$ -	$ 226,692
2	2.4	Foster Youth & Homeless Engagement	FY, Homeless	$ 23,000	$ -	$ -	$ -	$ 23,000
2	2.5	African American Enrichment & Engagement	AA	$ 51,000	$ -	$ -	$ -	$ 51,000
2	2.6	Student Mentoring Services	All	$ 230,000	$ -	$ -	$ -	$ 230,000
2	2.7	Attendance Support	All	$ 529,120	$ -	$ -	$ -	$ 529,120
2	2.8	Music Opportunities	All	$ 992,781	$ -	$ -	$ -	$ 992,781
2	2.9	Elementary Physical Education Opportunities	All	$ 803,863	$ -	$ -	$ -	$ 803,863
2	2.1O	Districtwide Counseling Program	All	$ 1,700,510	$ -	$ -	$ -	$ 1,700,510
2	2.11	Mental Health Multi-tiered System of Support	All	$ 1,608,886	$ -	$ -	$ -	$ 1,608,886
3	3.1	Parent & Family Engagement	All	$ 5,913,004	$ -	$ -	$ 278,558	$ 6,191,562
3	3.2	Basic Services: Highly Trained Staff	All	$ 8,363,592	$ -	$ -	$ -	$ 8,363,592
3	3.3	Basic Services: Access to Instructional Materials	All	$ 1,089,331	$ -	$ -	$ -	$ 1,089,331
3	3.4	Basic Services: Facilities	All	$ 1,245,443	$ -	$ -	$ -	$ 1,245,443
4	4.1	MTSS Support Teachers	All	$ -	$ 1,366,459	$ -	$ -	$ 1,366,459
4	4.2	Expand Inclusion	SWD	$ -	$ 356,440	$ -	$ -	$ 356,440
4	4.3	Supplemental Resources and Materials	SWD	$ -	$ 52,552	$ -	$ -	$ 52,552
4	4.4	Supplemental Support Staff	SWD	$ -	$ 3,648,063	$ -	$ -	$ 3,648,063
1	1.2	Standards and Skills Activities and Materials	None	$ -	$ -	$ -	$ -	$ -
1	1.3	Research Based Strategies and Professional Learning	None	$ -	$ -	$ -	$ -	$ -
1	1.7	Targeted Academic Support for Students with Disabilities	None	$ -	$ -	$ -	$ -	$ -

22-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 95,874,838	$ 37,539,435	39.15%	4.16%	43.31%	$ 42,922,323	0.00%	44.77%	**Total:**	$ 42,922,323
								LEA-wide Total:	$ 40,908,147
								Limited Total:	$ 1,210,313
								Schoolwide Total:	803,863

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Learning Data	Yes	LEA-wide	All	All	$ 1,029,676	0.00%
1	1.4	Curriculum	Yes	LEA-wide	All	All	$ 1,579,161	0.00%
1	1.5	Direct Student Support	Yes	Limited	English Learners and Foster Youth	All	$ 530,000	0.00%
1	1.6	Targeted Academic Support for English Learners	Yes	Limited	English Learners	All	$ 657,313	0.00%
1	1.8	Educational Technology	Yes	LEA-wide	All	All	$ 3,730,000	0.00%
1	1.9	Support Positions	Yes	LEA-wide	All	All	$ 12,794,782	0.00%
2	2.1	Provide MTSS Social Emotional Learning Activities	Yes	LEA-wide	All	All	$ 431,354	0.00%
2	2.2	MTSS Tiered Student Behavior Support	Yes	LEA-wide	All	All	$ 689,259	0.00%
2	2.3	Equity & Access	Yes	LEA-wide	All	All	$ 226,692	0.00%
2	2.4	Foster Youth & Homeless Engagement	Yes	Limited	Foster Youth	All	$ 23,000	0.00%
2	2.6	Student Mentoring Services	Yes	LEA-wide	All	All	$ 230,000	0.00%
2	2.7	Attendance Support	Yes	LEA-wide	All	All	$ 529,120	0.00%
2	2.8	Music Opportunities	Yes	LEA-wide	All	All	$ 992,781	0.00%
2	2.9	Elementary Physical Education Opportunities	Yes	Schoolwide	All	Elementary sites	$ 803,863	0.00%
2	2.1O	Districtwide Counseling Program	Yes	LEA-wide	All	All	$ 1,700,510	0.00%
2	2.11	Mental Health Multi-tiered System of Support	Yes	LEA-wide	All	All	$ 1,608,886	0.00%
3	3.1	Parent & Family Engagement	Yes	LEA-wide	All	All	$ 5,913,004	0.00%
3	3.2	Basic Services: Highly Trained Staff	Yes	LEA-wide	All	All	$ 8,363,592	0.00%
3	3.3	Basic Services: Access to Instructional Materials	Yes	LEA-wide	All	All	$ 1,089,331	0.00%

21-22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 33,236,488.00	$ 35,355,352.60

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Learning Data	Yes	$ 947,421	$ 900,390
1	1.2	Standards and Skills Activities and Materials	Yes	$ 645,000	$ 627,745
1	1.3	Research Based Strategies and Professional Learning	Yes	$ 1,467,257	$ 1,452,053
1	1.4	Curriculum	Yes	$ 1,590,840	$ 1,404,312
1	1.5	Direct Student Support	Yes	$ 880,200	$ 380,208
1	1.6	Targeted Academic Support for English Learners	Yes	$ 578,305	$ 511,140
1	1.7	Targeted Academic Support for Students with Disabilities	No	$ 686,512	$ 802,185
1	1.8	Educational Technology	Yes	$ 835,362	$ 479,807
1	1.9	Support Positions	Yes	$ 8,749,437	$ 8,326,144
1	N/A	SJLA Expansion FTEs	Yes	$ -	$ 2,816,101
1	N/A	Special Ed Instructional Aides increase to 7 hours	No	$ -	$ 2,136,508
2	2.1	Provide MTSS Social Emotional Learning Activities	Yes	$ 433,583	$ 372,831
2	2.2	MTSS Tiered Student Behavior Support	Yes	$ 748,061	$ 1,039,968
2	2.3	Equity & Access	Yes	$ 366,326	$ 318,048
2	2.4	Foster Youth & McKinney Vento Enrichment & Engagement	Yes	$ 23,000	$ 21,872
2	2.5	African American Enrichment & Engagement	No	$ 51,000	$ 13,962
2	2.6	Student Mentoring Services	Yes	$ 75,000	$ 127,500
2	2.7	Attendance Support	Yes	$ 301,946	$ 254,125
2	2.8	Music Opportunities	Yes	$ 945,089	$ 936,103
2	2.9	Elementary Physical Education Opportunities	Yes	$ 776,805	$ 703,593
2	2.1	Districtwide ASCA Counseling Program	Yes	$ 1,166,412	$ 1,108,065
2	2.11	Mental Health Multi-tiered System of Support	Yes	$ 1,656,171	$ 1,522,301
3	3.1	Parent & Family Engagement	Yes	$ 5,298,082	$ 974,549
3	3.2	Basic Services: Highly Trained Staff	Yes	$ 2,467,511	$ 2,359,693
3	3.3	Basic Services: Access to Instructional Materials	Yes	$ 1,020,608	$ 1,000,029
3	3.4	Basic Servcies: Facilities	No	$ 1,526,560	$ 1,758,117
3	N/A	Campus security, Campus Aides, Noon Duty/Crossing guards	Yes	$ -	$ 2,837,651
3	N/A	SJLA Assistant Principal	Yes	$ -	$ 134,300
3	N/A	Translator/interpreter	Yes	$ -	$ 36,053

21-22 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 87,158,832	$ 33,089,265	37.96%	0.00%	37.96%	$ 28,714,581	0.00%	32.95%	Total:	$ 28,714,581
								LEA-wide Total:	$ 26,000,271
								Limited Total:	$ 1,937,505
								Schoolwide Total:	$ 776,805

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Learning Data	Yes	LEA-wide	All	All	$ 947,421	0.00%
1	1.2	Standards and Skills Activities and Materials	Yes	Limited	EL	All	645,000	0.00%
1	1.3	Research Based Strategies and Professional Learning	Yes	LEA-wide	All	All	1,467,257	0.00%
1	1.4	Curriculum	Yes	LEA-wide	All	All	1,590,840	0.00%
1	1.5	Direct Student Support	Yes	Limited	EL, FY	All	880,200	0.00%
1	1.6	Targeted Academic Support for English Learners	Yes	Limited	EL	All	389,305	0.00%
1	1.8	Educational Technology	Yes	LEA-wide	All	All	$ 835,362	0.00%
1	1.9	Support Positions	Yes	LEA-wide	All	All	$ 7,553,950	0.00%
2	2.1	Provide MTSS Social Emotional Learning Activities	Yes	LEA-wide	All	All	$ 187,000	0.00%
2	2.2	MTSS Tiered Student Behavior Support	Yes	LEA-wide	All	All	$ 748,061	0.00%
2	2.3	Equity & Access	Yes	LEA-wide	All	All	$ 366,326	0.00%
2	2.4	Foster Youth & McKinney Vento Enrichment & Engagement	Yes	Limited	FY	All	$ 23,000	0.00%
2	2.6	Student Mentoring Services	Yes	LEA-wide	All	All	$ 75,000	0.00%
2	2.7	Attendance Support	Yes	LEA-wide	All	All	$ 301,946	0.00%
2	2.8	Music Opportunities	Yes	LEA-wide	All	All	$ 945,089	0.00%
2	2.9	Elementary Physical Education Opportunities	Yes	Schoolwide	All	Elementary sites	$ 776,805	0.00%
2	2.1	Districtwide ASCA Counseling Program	Yes	LEA-wide	All	All	$ 1,166,412	0.00%
2	2.11	Mental Health Multi-tiered System of Support	Yes	LEA-wide	All	All	$ 1,029,406	0.00%
3	3.1	Parent & Family Engagement	Yes	LEA-wide	All	All	$ 5,298,082	0.00%
3	3.2	Basic Services: Highly Trained Staff	Yes	LEA-wide	All	All	$ 2,467,511	0.00%
3	3.3	Basic Services: Access to Instructional Materials	Yes	LEA-wide	All	All	$ 1,020,608	0.00%
1	N/A	SJLA Expansion FTEs	Yes	Schoolwide	All	School site	$ -	0.00%
3	N/A	Campus security, Campus Aides, Noon Duty/Crossing guards	Yes	Schoolwide	All	Secondary sites	$ -	0.00%
3	N/A	SJLA Assistant Principal	Yes	Schoolwide	All	School site	$ -	0.00%
3	N/A	Translator/interpreter	Yes	LEA-wide	All	All	$ -	0.00%

21-22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 33,089,265	$ 28,714,581	$ 29,461,037	$ (746,455)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Learning Data	Yes	$ 947,421	$ 900,389.73	0.00%	0.00%
1	1.2	Standards and Skills Activities and Materials	Yes	$ 645,000	$ 627,745.08	0.00%	0.00%
1	1.3	Research Based Strategies and Professional Learning	Yes	$ 1,467,257	$ 1,452,052.58	0.00%	0.00%
1	1.4	Curriculum	Yes	$ 1,590,840	$ 1,404,312.19	0.00%	0.00%
1	1.5	Direct Student Support	Yes	$ 880,200	$ 380,207.68	0.00%	0.00%
1	1.6	Targeted Academic Support for English Learners	Yes	$ 389,305	$ 511,140.41	0.00%	0.00%
1	1.8	Educational Technology	Yes	$ 835,362	$ 479,807.01	0.00%	0.00%
1	1.9	Support Positions	Yes	$ 7,553,950	$ 7,350,701.24	0.00%	0.00%
2	2.1	Provide MTSS Social Emotional Learning Activities	Yes	$ 187,000	$ 164,730.39	0.00%	0.00%
2	2.2	MTSS Tiered Student Behavior Support	Yes	$ 748,061	$ 1,039,968.10	0.00%	0.00%
2	2.3	Equity & Access	Yes	$ 366,326	$ 318,047.72	0.00%	0.00%
2	2.4	Foster Youth & McKinney Vento Enrichment & Engagement	Yes	$ 23,000	$ 21,871.51	0.00%	0.00%
2	2.6	Student Mentoring Services	Yes	$ 75,000	$ 127,500.00	0.00%	0.00%
2	2.7	Attendance Support	Yes	$ 301,946	$ 254,125.38	0.00%	0.00%
2	2.8	Music Opportunities	Yes	$ 945,089	$ 936,103.35	0.00%	0.00%
2	2.9	Elementary Physical Education Opportunities	Yes	$ 776,805	$ 703,592.91	0.00%	0.00%
2	2.1	Districtwide ASCA Counseling Program	Yes	$ 1,166,412	$ 1,108,064.71	0.00%	0.00%
2	2.11	Mental Health Multi-tiered System of Support	Yes	$ 1,029,406	$ 1,522,300.54	0.00%	0.00%
3	3.1	Parent & Family Engagement	Yes	$ 5,298,082	$ 974,549.06	0.00%	0.00%
3	3.2	Basic Services: Highly Trained Staff	Yes	$ 2,467,511	$ 2,359,693.03	0.00%	0.00%
3	3.3	Basic Services: Access to Instructional Materials	Yes	$ 1,020,608	$ 1,000,028.50	0.00%	0.00%
1	N/A	SJLA Expansion FTEs	Yes	$ -	$ 2,816,101	0.00%	0.00%
3	N/A	Campus security, Campus Aides, Noon Duty/Crossing guards	Yes	$ -	$ 2,837,650.75	0.00%	0.00%
3	N/A	SJLA Assistant Principal	Yes	$ -	$ 134,300.20	0.00%	0.00%
3	N/A	Translator/interpreter	Yes	$ -	$ 36,053.28	0.00%	0.00%

21-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 87,261,871	$ 33,089,265	0.00%	37.92%	$ 29,461,037	0.00%	33.76%	$ 3,628,228.22	4.16%