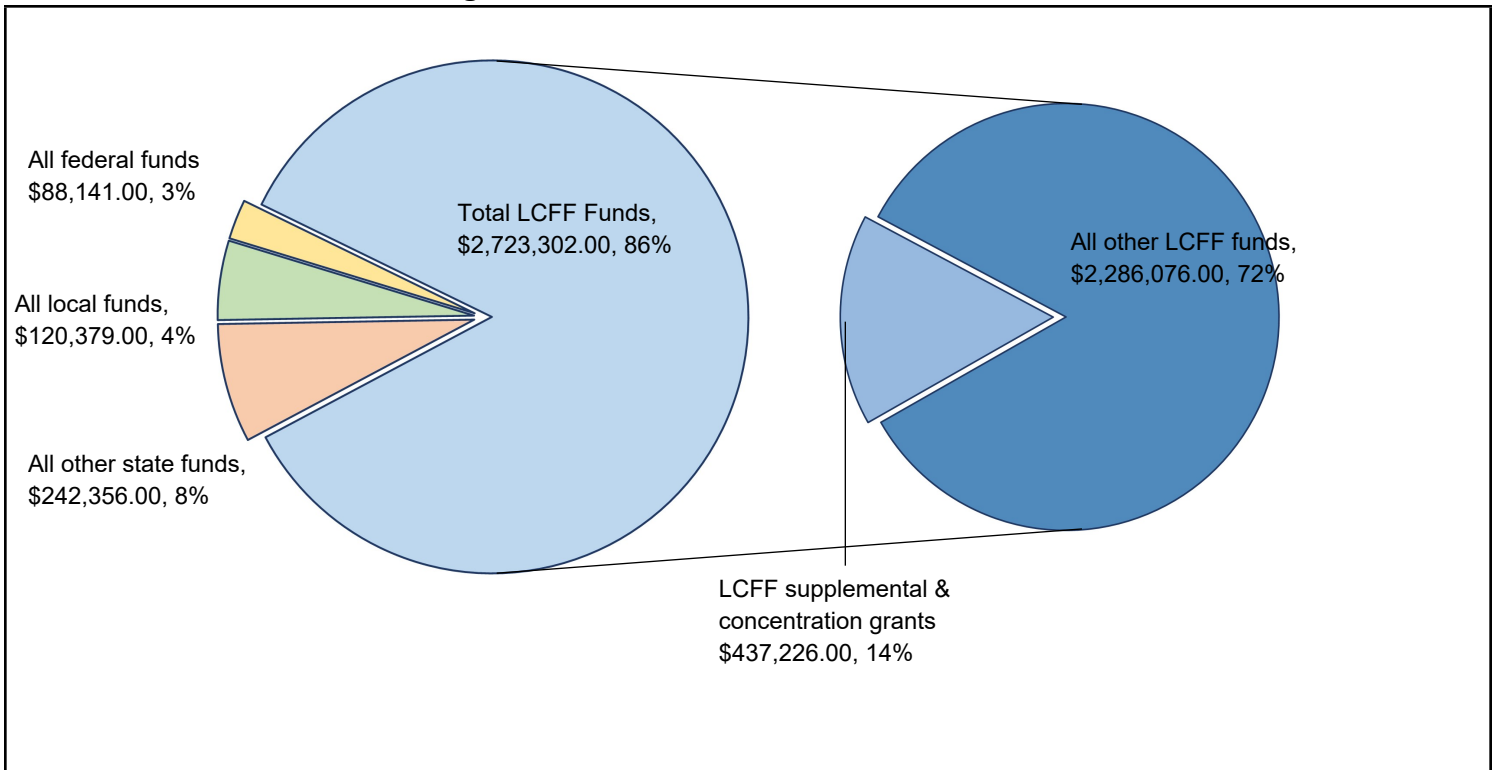# LCFF Budget Overview for Parents

Local Education Agency (LEA) Name: Cuyama Joint Unified School District
CDS Code: 42 75010 0000000
School Year: 2021-22
LEA contact information: Alfonso Gamino, (661) 766-2482, agamino@cuyamaunified.org

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

Budget Overview for the 2021-22 School Year

All federal funds
$88,141.00, 3%

All local funds,
$120,379.00, 4%

All other state funds,
$242,356.00, 8%

Total LCFF Funds,
$2,723,302.00, 86%

All other LCFF funds,
$2,286,076.00, 72%

LCFF supplemental & concentration grants
$437,226.00, 14%

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

The total revenue projected for Cuyama Joint Unified School District is $3,174,178.00 of which $2,723,302.00 is Local Control Funding Formula (LCFF), $242,356.00 is other state funds, $120,379.00 is local funds, and $88,141.00 is federal funds. Of the $2,723,302.00 in LCFF Funds, $437,226.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP
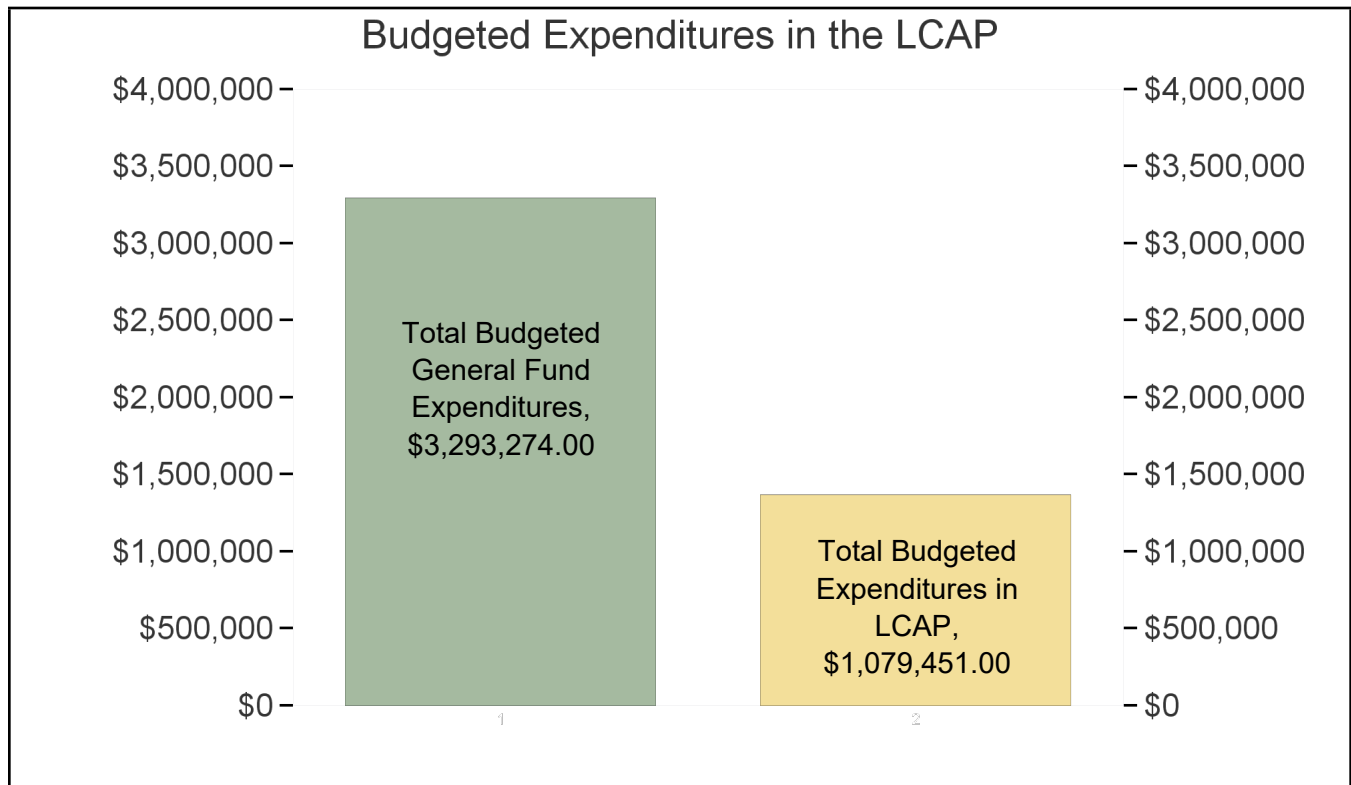
This chart provides a quick summary of how much Cuyama Joint Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.
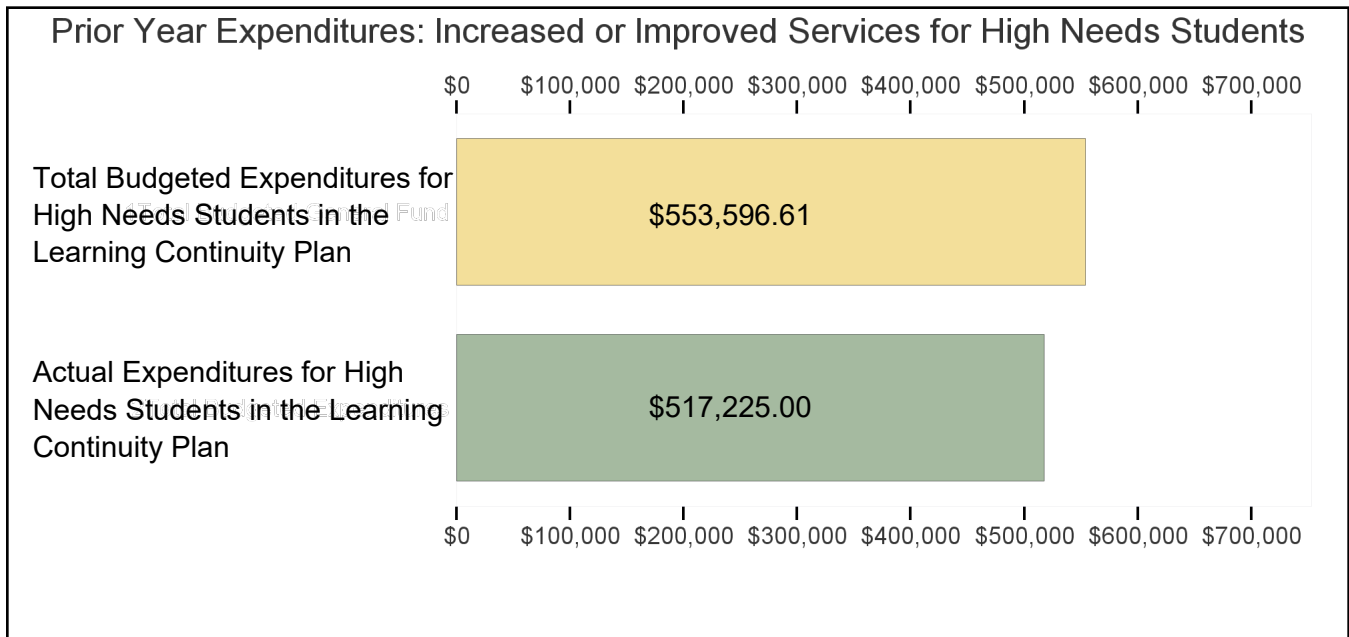
Cuyama Joint Unified School District plans to spend $3,293,274.00 for the 2021-22 school year. Of that amount, $1,079,451.00 is tied to actions/services in the LCAP and $1,925,918.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following: General Fund budget expenditures not shown in the LCAP are general operating costs such as facilities, leasing, and some contracts with service providers as well as the majority of staff costs.

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

In 2021-22, Cuyama Joint Unified School District is projecting it will receive $437,226.00 based on the enrollment of foster youth, English learner, and low-income students. Cuyama Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cuyama Joint Unified School District plans to spend $484,733.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$553,596.61
Actual Expenditures for High Needs Students in the Learning Continuity Plan	$517,225.00

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

In 2020-21, Cuyama Joint Unified School District's Learning Continuity Plan budgeted $553,596.61 for planned actions to increase or improve services for high needs students. Cuyama Joint Unified School District actually spent $517,225.00 for actions to increase or improve services for high needs students in 2020 -21. The difference between the budgeted and actual expenditures of $36,371.61 had the following impact on CJUSD's ability to increase or improve services for high needs students: The budget for staffing was based on the average cost of an FTE. The staffing for positions primarily serving high needs students was less than budgeted while providing the same quantity and quality of staff as planned. In addition, the ASES program did not have to spend as much money because transportation costs were less then budgeted due to remote learning.

Annual Update for the 2019-20 Local Control Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cuyama Joint Unified School District	Alfonso Gamino Superintendent	agamino@cuyamaunified.org (661) 766-2482

Goal 1

Student achievement as measured by state and local targets and by participation in College & Career Ready (CCR) classes will increase.

State and/or Local Priorities Addressed by this

State Priorities　　4, 8

Local Priorities　　_____

Annual Measurable Outcomes:

	Expected	Actual
1.B.1: Maintain the % of students with CASS aligned core curriculum above	90%	100%
1.B.2: Increase the % of ELs with CASS aligned ELD curriculum to	100%	100%
4.A.1: Increase the % meeting standard on CAASPP ELA to (No data was reported because the CAASPP was not administered. An alternative metric was not used.)	40%	N/D
4.A.2: Increase the % meeting standard on CAASPP Math to (No data was reported because the CAASPP was not administered. An alternative metric was not used.)	18%	N/D
4.C: Increase the % of students successfully completing A-G requirements to	36%	55.5%
4.D: Maintain the % of students passing AP exams above	36%	66.7%
4.E: Increase the % of English Learner Progress (CA Dashboard, Status) to (No data was reported because the CDE Dashboard is not reporting this outcome yet)	24%	N/D
4.F: % of ELs reclassified (Reclassification Rate)	24%	0%
4.G: Increase the % of students CCR based on EAP (CA Dashboard, Status) to (No data was reported because the CDE CA Dashboard did not report data for this outcome)	96.0%	N/D
8.A: Increase the % of students completing 2 formative local assessments to	85%	100%

Actions / Services

Planned Actions / Services	Budgeted Expenditures	Actual Expenditures

Action	Budgeted			Estimated Actual		
01.01: Purchase additional materials for classrooms instruction including paper based materials and computer based services. The focus will be purchasing on CASS-aligned science and social science curriculum.	$28,665 $10,335 $39,000	Lottery Ltry Prp 20	4000 4000	$22,128 $0 $22,128	Lottery Ltry Prp 20	4000 4000
01.02: This action is no longer tracked as part of the LCAP.	$0	--	--	$0 $0	--	--
01.03: This action is no longer tracked as part of the LCAP.	$0	--	--	$0 $0	--	--
01.04: All students (grades 3-11) will complete the district approved common formative assessments in RLA and Math and ELD 3/year. (PD Plan)	$0	--	--	$0 $0	--	--
01.05: Provide PD for teachers and paraprofessionals on some of the following: MTSS, PBIS, ELD Standards, EL Redesignation, ELPAC. (focus to be determined based on needs at end of each year) (PD Plan)	$9,422 $9,422	Title II	5000	$3,473 $7,790 $11,263	Title II MTSS Grant	5000 5000
01.06: Provide a path for students to acquire CCR skills at the H.S. including more opportunities for college prep courses or instruction at the H.S. (licenses to online college prep courses, equipment for career tech classes)	$11,353 $8,386 $3,711 $23,450	LCFF LCFF Title I	4000 5000 5000	$6,105 $1,270 $37,953 $45,328	LCFF LCFF Other State	5000 5000 4000
01.06: Provide a path for students to acquire CCR skills at the H.S. including more opportunities for college prep courses or instruction at the H.S. (licenses to online college prep courses, equipment for career tech classes)						
01.07: Continue the enriched in-school and after-school CCR programs at the E.S. (i.e. school visual and performing arts, digital media, assemblies, local artists etc.)	$0	--	--	$225 $225	LCFF	5000
01.08: Provide teachers PD to assist in developing a better writing program throughout the district that uses consistent norms across grade levels and across subjects.	$0	--	--	$0 $0	--	--
01.09: This action is no longer tracked as part of the LCAP.	$0	--	--	$0 $0	--	--

01.10: Provide supplies for additional elective classes such as music or the culinary arts class.	$1,644 LCFF $1,643	4000	$0 -- $0	--
01.11: Completed in Yr 1.	$0 --	--	$0 -- $0	--

Goal Analysis

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

All actions listed in the 2019 LCAP were implemented.

The following 4 actions had significant differences between the budgeted and the actual expenditures:
- *01.01*: Purchase additional materials for classrooms instruction including paper based materials and computer based services. The focus will be purchasing on CASS-aligned science and social science curriculum.
- *01.05*: Provide PD for teachers and paraprofessionals on some of the following: MTSS, PBIS, ELD Standards, EL Redesignation, ELPAC. (focus to be determined based on needs at end of each year)
- 01.06: Provide a path for students to acquire CCR skills at the H.S. including more opportunities for college prep courses or instruction at the H.S. (licenses to online college prep courses, equipment for career tech classes)
- 01.10: Provide supplies for additional elective classes such as music or the culinary arts class.

Reasons for the difference in budgeted and actual expenditures are:
- 01.01: The district found that fewer instructional materials were needed as more digital resources were utilized.
- 01.05: The district found that more PD was needed to help develop the MTSS program. This accounts for the increase in spending.
- 01.06: The district spent more money than budgeted because of additional costs related to online learning licensees and one time purchases related to the CCR grant.
- 01.10: Because of budget shortfalls the district did not purchase supplies for these classes.

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

Successes:
New materials purchased for K-12 were supplemental and aligned to CASS. The district is still looking for appropriate CASS core materials in science. The district purchased and implemented social science curriculum for grades 9-12 and is piloting social science curriculum for K - 8. At the HS, students complete weekly assessments to determine needs in math. The HS also screens all students in RLA comprehension and fluency. College and Career participation has increased for all 9 - 12 Students through CTE courses and career guidance. Teachers have focused on Universal Design for Learning (UDL) and teachers in designated subjects receive Professional Development in ELPAC and CAASPP. Students have access to a number of college prep, A-G courses through both traditional and online courses. More A-G classes were offered this year than previously. A new Ag Business pathway was implemented. 100% of CTE courses meet A-G requirements. The number of students are enrolled in community college classes has increased. Performing artists continue to be brought in through UCSB Arts and Lectures. Middle school students have had the opportunity to take art and drama electives this year and a visiting artist was brought in to work with K-8 students. Students perform and show their work to the community. The writing program is utilized solely in RLA. Additional elective classes are available: including drama, foreign language, and a CTE pathway in agriculture. Greater opportunity is available through elective online learning opportunities. Increased resources have been available through Career Technical Education Incentive Grants (CTEIG) incentive grants and local donations from the community.

The superintendent/ high school principal is now a full-time position. The full-time presence of the principal on campus has increased the effectiveness of basic services especially discipline with 65% of parents saying that the administrators are helpful. All classrooms are staffed with appropriately assigned, fully

credentialed teachers in all subject areas. All instructional support positions are appropriately staffed.. Eighty three percent of parents surveyed said the school's office staff is friendly and helpful. The ability of students to have a teacher that only teachers one grade level (not combo classes) has had a positive effect on student performance. Transportation is provided to students most of the time. Transportation provided results in higher attendance and student success. The program coordinator is highly effective in ensuring the assessment program and the RTI program instructor continues to support the most at-risk students in their academic growth. She is also very good at communicating with the teachers about the students.

Challenges:
Limitations as a rural school district and decreasing budget, contribute to teacher loss and the resulting consolidation of classes, administrative turnover and inadequate supplies. Additionally, finding and giving a common assessment that can be used for grade levels K - 12 is a challenge, as is finding a CASS appropriate curriculum for K - 8. There are fewer opportunities for student exposure to the arts. These limitations impede the ability to provide Professional Development, particularly in the area of developing a better writing program. As the number of those who are A -G eligible increases and more students enrolled in college prep courses, the more difficult it is to make all the classes available. Social studies, science and electives should have a uniform system to help establish basic norms through out the district that are used horizontally and vertically.

With COVID-19 and its required changes, MTSS and PBIS were not implemented across HS and ES. We need a district- wide plan for PBIS. Lack of quality outdoor facilities limits participation and interest in baseball and softball.

Goal 2

School environment will be well maintained, sustainable, safe, welcoming and used by the community.

State and/or Local Priorities Addressed by this

State Priorities	1
Local Priorities	_____

Annual Measurable Outcomes:

	Expected	Actual
1.C: Increase the *# of the Facilities Inspection Tool* overall rating to	100%	90%

Actions / Services

Planned Actions / Services	Budgeted Expenditures		Actual Expenditures	
02.01: Reprioritize and implement year 4 actions in the Facilities Assessment and Cost Analysis Plan with priority given to the highest facility needs across the district.	$400.000 Bond $400,000	6000	$852,030 Bond $852,030	6000
02.02: Provide tech support at both campuses.	$72,100 LCFF $12,180 LCFF $13,390 LCFF $97,670	5000 1000 2000	$36,264 LCFF $36,264	5000
02.03: Completed in Yr 1.	$0 -- 	--	$0 -- $0	--

Goal Analysis

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

All actions listed in the 2019 LCAP were implemented.

The following 2 actions had significant differences between the budgeted and the actual expenditures:
- *02.01*: Reprioritize and implement year 4 actions in the Facilities Assessment and Cost Analysis Plan with priority given to the highest facility needs across the district.
- 02.02: Provide tech support at both campuses.

Reasons for the difference in budgeted and actual expenditures are:
- 02.01: Several of the projects to be funded by the bond were moved forward into this year.
- 02.02: There has been less on-site tech support provided this year than in past years. In addition, the new internet service allowed the district to cancel service on several T-1 lines.

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

Successes:
At the HS, the district worked on asbestos abatement and electrical wiring. Remote assistance is provided by LiMotta services. Overall, computers and other technological devices are maintained. The greater access to technology is giving students greater connectedness to school as evidenced by 74% of students stating they feel connected to school.

Challenges:
There are still no heaters at the HS. In spite of the progress/success in technology, some challenges still exist. Of concern is the internet bandwidth, IT support, and hardware and infrastructure improvements.

Goal 3

The schools' social-emotional environment will be safe, welcoming, and conducive to student learning causing student connectedness with the district to increase.

State and/or Local Priorities Addressed by this

State Priorities	5, 6
Local Priorities	_____

Annual Measurable Outcomes:

	Expected	Actual
5.A: Maintain the School attendance rate above	96.0%	91.4%
5.B: Maintain the Chronic absenteeism rate (CA Dashboard, Status) below (No data was reported because the CDE CA Dashboard did not report data for this outcome)	9.2%	N/D
5.C: Maintain the Middle school dropout rate at	0%	0%
5.D: Maintain the High school dropout rate below	4%	3.7%
5.E: Maintain the High school graduation rate above (No data was reported because the CDE CA Dashboard did not report data for this outcome)	96%	N/D
6.A: Decrease the Suspension rate (CA Dashboard, Status) to (No data was reported because the CDE CA Dashboard did not report data for this outcome)	5.0%	N/D
6.B: Maintain the Expulsion rate at	0%	0%
6.C: Increase the # on the *District School Climate Survey* overall index rating to	70	74.1

Actions / Services

Planned Actions / Services	Budgeted Expenditures	Actual Expenditures
03.01: Continue to develop the MTSS tiered intervention system for all students (K-12) in need of strategic or intensive academic, behavioral (PBIS), and social emotional interventions. The academic interventions will include both ELA and Math and will comply with SBE time recommendations. (PD Plan)	$2,260 LCFF 5000 $2,260	$3,643 Other State 5000 $3,643
03.02: Provide funding to run the ASES program to support student academic achievement and social-emotional success including, tutors, supplies, and transportation.	$3,559 ASES 1000 $27,736 ASES 2000 $12,646 ASES 3000 $1,553 ASES 4000 $8,145 ASES 5000 $53,639	$5,729 ASES 1000 $28,225 ASES 2000 $6,716 ASES 3000 $0 ASES 4000 $9,402 ASES 5000 $50,072

03.03: This action is no longer tracked as part of the LCAP.	$0	--	--	$0 $0	--	--
03.04: Completed in Yr 1.	$0	--	--	$0 $0	--	--
03.05: Completed in Yr 1.	$0	--	--	$0 $0	--	--
03.06: Provide funding for athletic programs. (transportation, fees, equipment, uniforms, coaches and A.D. stipends, etc.)	$5,207 $706 $780 $9,089 $1,159 $16,941	LCFF LCFF Lottery LCFF LCFF	4000 5000 5000 2000 3000	$2,884 $780 $732 $4,084 $1,169 $9,649	LCFF LCFF Lottery LCFF LCFF	1000 5000 4000 2000 3000

Goal Analysis

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

All actions listed in the 2019 LCAP were implemented.

The following 2 actions had significant differences between the budgeted and the actual expenditures:
- *03.01*: Continue to develop the MTSS tiered intervention system for all students (K-12) in need of strategic or intensive academic, behavioral (PBIS), and social emotional interventions. The academic interventions will include both ELA and Math and will comply with SBE time recommendations.
- 03.06: Provide funding for athletic programs. (transportation, fees, equipment, uniforms, coaches and A.D. stipends, etc.)

Reasons for the difference in budgeted and actual expenditures are:
- 03.01: The district found that more PD and outside support time was needed to help develop the MTSS program. This accounts for the increase in spending 5000 object code spending.
- 03.06: Because of COVID and the cancellation of athletic events the district spent less money on athletics than was budgeted particularly on stipends and equipment.

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

Successes:
At the ES the academic (RTI) has been prioritized so far. The MTSS has a strong behavioral intervention system in place. ASES continues to attract and support more students each school year. Students receive targeted instruction, enrichment opportunities, including league athletics and field trips. Students are better prepared and progressing in their learning due to the effectiveness of the ASES program. The program supports over 30% of the K-8 students. The school connectedness rose from 44% to 70% for this group of students. Students who participate in sports report a higher connectedness with the school due to the sports programs. Most students participate in at least one sport throughout the school year. The district provides funding for athletic programs for three sports for both boys and girls. This year football and volleyball teams were funded.

Challenges:
With COVID-19 and its required changes, MTSS and PBIS were not implemented across HS and ES. We need a district- wide plan for PBIS. Lack of quality outdoor facilities limits participation and interest in baseball and softball.

Goal 4

Parent and community participation in and connectedness with the schools will increase.

State and/or Local Priorities Addressed by this

State Priorities   3

Local Priorities   _____

Annual Measurable Outcomes:

	Expected	Actual
3.A.1: Maintain the % on the *District Parent Survey* agreeing that district seeks parent input (Item 24) above	80%	64.7%
3.B: # of unduplicated student parents participating in school programs	10	100%
3.C: # of exceptional needs students parents participating in school programs	10	100%

Actions / Services

Planned Actions / Services	Budgeted Expenditures	Actual Expenditures
04.01: Provide annual parent conferences that focus on educating parents on student progress as well as strategies parents can use to support student learning. Make this event more alike a parent night. (PD Plan)	$0 -- --	$0 -- -- $0
04.02: Provide workshops to assist parents in supporting their children academically, learning at home strategies, parenting, 21st Century Skills, health and wellness and understanding the CA educational system. (PD Plan)	$0 LCFF 5000	$0 -- -- $0

Goal Analysis

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

All actions listed in the 2019 LCAP were implemented.

No actions in this goal had significant differences between the budgeted and the actual expenditures:

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

Successes:
Parent conferences are offered at the ES for all students and at the HS for struggling students. A District Advisory Committee (20% parents) meets monthly to advise the district about parent concerns. A "Promotores" Committee was initiated to engage mothers of Hispanic students. The district offers an ESL class for parents that is taught by the superintendent. The ESL class parents report a greater connectedness with the district and as a result the participation of these parents has increased. These parents have been participating in more school activities as a result.

Challenges:
Parent conferences have high participation rates and parents report a greater connectedness and engagement with the district. However, the conferences are limited to 15 minutes, which often is an inadequate time in which to fully communicate with the parents concerning their child. There has been one class to assist parents with their children's academics. Additionally, it has been a challenge to find qualified instructors for the parenting classes.

DRAFT

Goal 5

Staff all certificated and classified positions with appropriately skilled and credentialed people and provide all basic services needed to run the district.

State and/or Local Priorities Addressed by this

State Priorities	1, 2, 7
Local Priorities	_____

Annual Measurable Outcomes:

	Expected	Actual
1.A: Maintain the % of teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching at	100%	83%
2.A: Increase the % implementation of CASS for all students to	100%	89%
2.B: Maintain the % implementation of SBE adopted ELD standards for all ELs at	100%	96%
7.A: Maintain the % of students enrolled in required courses of study at	100%	100%
7.B: Maintain the % of unduplicated students participating in programs or services for unduplicated students at	100%	100%
7.C: Maintain the % of exceptional needs students participating in programs or services for students with exceptional needs at	100%	100%

Actions / Services

Planned Actions / Services	Budgeted Expenditures	Actual Expenditures
05.01: Staff classrooms with teachers that are appropriately assigned and fully credentialed according to small district requirements in all subject areas, and appropriate to the students they are teaching. (8.75 FTE @ $95,067 / FTE)	$567,878 LCFF 1000 $261,075 LCFF 3000 $2,400 Ag CTE 1000 $483 Ag CTE 3000 $831,836	$572,212 LCFF 1000 $225,378 LCFF 2000 $797,590
05.02: Staff additional classrooms with teachers that are appropriately assigned and fully credentialed according to small district requirements, to minimize combo classes at the ES and additional intervention sections at the HS in ELA, ELD, and Math designed to provide support for unduplicated students. (4.58 FTE @ $95,067 / FTE)	$302,972 LCFF, S&C 1000 $110,245 LCFF, S&C 3000 $17,795 Title I 1000 $4,562 Title I 3000 $435,574	$318,122 LCFF, S&C 1000 $101,692 LCFF, S&C 3000 $17,795 Title I 1000 $6,043 Title I 3000 $443,652

Action	Planned			Estimated Actual		
05.03: Staff all appropriate instructional support positions including the library/media technician. (2.63 FTE @ $35,269 / FTE)	$22,076 $19,092 $36,560 $13,276 $91,004	LCFF LCFF Title I Title I	2000 3000 2000 3000	$25,524 $5,251 $36,667 $12,183 $79,625	LCFF LCFF Title I Title I	2000 3000 2000 3000
05.04: Staff MOT at appropriate levels to maintain safe, clean, and inviting facilities and provide appropriate transportation. (6 FTE @ $62,782 / FTE)	$282,522 $94,170 $376,692	LCFF LCFF	2000 3000	$149,376 $70,226 $219,602	LCFF LCFF	2000 3000
05.05: Staff a Program Coordinator position that will run the: EL Program, RTI program, Assessment Program, ASES program. (1 FTE @ $95,067 / FTE)	$69,013 $26,054 $95,067	LCFF, S&C LCFF, S&C	1000 3000	$59,317 $20,135 $79,452	LCFF, S&C LCFF, S&C	1000 3000
05.06: Staff administrators and confidential employees to oversee and run the schools and district central office. (1 FTE superintendent, 1 FTE principals) (2 FTE @ $133,738 / FTE)	$190,739 $76,738 $267,477	LCFF LCFF	1000 3000	$201,802 $70,010 $271,812	LCFF LCFF	1000 3000
05.07: Staff all office support positions and account clerk. (3 FTE @ $50,895 / FTE)	$102,213 $50,472 $152,685	LCFF LCFF	2000 3000	$110,234 $49,197 $159,431	LCFF LCFF	2000 3000
05.08: This action is no longer tracked as part of the LCAP.	$0	--	--	$0 $0	--	--
05.09: This action is no longer tracked as part of the LCAP.	$0	--	--	$0 $0	--	--
05.10: Other books and supplies (4000-4999) not listed in other actions including upgrading classroom technology.	$0	--	--	$0 $0	--	--
05.11: This action is no longer tracked as part of the LCAP.	$0	--	--	$0 $0	--	--
05.12: This action is no longer tracked as part of the LCAP.	$0	--	--	$0 $0	--	--

05.13: This action is no longer tracked as part of the LCAP.	$0 --	--	$0 -- $0	--
05.14: This action is no longer tracked as part of the LCAP.	$0 --	--	$0 -- $0	--

Goal Analysis

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

All actions listed in the 2019 LCAP were implemented.

The following 2 actions had significant differences between the budgeted and the actual expenditures:
- 05.04: Staff MOT at appropriate levels to maintain safe, clean, and inviting facilities and provide appropriate transportation.
- 05.05: Staff a Program Coordinator position that will run the: EL Program, RTI program, Assessment Program, ASES program.

Reasons for the difference in budgeted and actual expenditures are:
- 05.04: To save money some staff openings were not filled which reduced the FTE count in the MOT department.
- 05.05: The budget for this position was based on the average FTE costs of a certificated staff member. The person who filled this position cost less than that amount.

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

Successes:
The superintendent/ high school principal is now a full-time position. The full-time presence of the principal on campus has increased the effectiveness of basic services especially discipline with 65% of parents saying that the administrators are helpful. All classrooms are staffed with appropriately assigned, fully credentialed teachers in all subject areas. All instructional support positions are appropriately staffed.. Eighty three percent of parents surveyed said the school's office staff is friendly and helpful. The ability of students to have a teacher that only teachers one grade level (not combo classes) has had a positive effect on student performance. Transportation is provided to students most of the time. Transportation provided results in higher attendance and student success. The program coordinator is highly effective in ensuring the assessment program and the RTI program instructor continues to support the most at-risk students in their academic growth. She is also very good at communicating with the teachers about the students.

Challenges:
Not enough support positions due to budget restraints. Two MOT positions were cut during the 2019-20 school year making it more difficult to keep facilities safe, clean and inviting. Due to lack of appropriate bus driver subs, transportation was not provided to ALL students. There is no direction for RTI or EL at the high school level.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Actions / Services

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
01.01: Purchase additional materials for classrooms instruction including paper based materials and computer based services. - The focus will be on purchasing new CASS-aligned curriculum that can be used in the current COVID environment, but also be used effectively in a traditional setting to facilitate learning when the transition to in-person instruction is made.	$39,000	$30,066	N
01.05: Provide PD for teachers and paraprofessionals on some of the following: MTSS, PBIS, ELD Standards, EL Redesignation, ELPAC. - The MTSS components of this action shall focus in strategies that can be employed in both a distance learning environment and can also be used during in person instruction. (PD Plan)	$9,411	$9,259	Y

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

All actions listed in the 2020 LCP were implemented.

The following action had significant differences between the budgeted and the actual expenditures:
- 01.01: Purchase additional materials for classrooms instruction including paper based materials and computer based services. - The focus will be on purchasing new CASS-aligned curriculum that can be used in the current COVID environment, but also be used effectively in a traditional setting to facilitate learning when the transition to in-person instruction is made.

The reasons for the difference in budgeted and actual expenditures is:
- 01.01: The district found that fewer instructional materials were needed as more digital resources were utilized.

Analysis of In-Person Instructional Offerings

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

The LEA used the following state and/or local data as well as stakeholder focus group feedback to inform the analysis of the *In-Person Instructional Offerings* program.

8.H.32 - % on the ESE District Parent Survey who said, I feel confident in the school's reopening plan thus far. - 55.2%
8.H.34 - % on the ESE District Parent Survey who said, The school has adequate personal protective equipment for classrooms. - 75.9%

Successes:
New materials purchased for K-8 were supplemental and aligned to CASS. The district is still looking for appropriate CASS core materials in science. A social science curriculum for grades K-12 was piloted with plans to purchase. Still need to purchase history curriculum and science curriculum. Teachers have been receiving PD throughout the school year, with a focus on the new CASS ELA curriculum, the ELD Frameworks, and the NGSS. Training is occurring in MTSS. The new ELA curriculum has been implemented in all classrooms, with increasing effectiveness as teachers continue to receive further PD. More EL students are being re-designated with the new criteria. Additionally there has been an increase in PD on how teachers can provide basic life skills to students (check writing, investing, banking, credit, taxes, etc.)

Challenges:
Professional Development has been difficult this year with the COVID-19 shutdown, but teachers and staff received PD in CPI. Fitting everything into the curriculum is a challenge. Teachers said that the supplemental materials have been useful in providing better instruction, but they are still anxious to get a core science curriculum and to implement one of the piloted social science curriculums. Challenges include cost and time for curriculum committee to meet.

Distance Learning Program

Actions Related to Distance Learning Program

Actions / Services

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
02.01: Purchase new laptops so that each student has one including setup costs. - These devices shall be available so that all students can have secure access to the LEA's distance leaning instruction.	$147,475	$149,271	N
02.02: Purchase wireless hotspots for use by all students in need. The purchase is for a month to month contract for each individual hot spot device. - These devices shall be available so that all students can have secure access to the LEA's distance learning instruction.	$51,888	$43,000	N
02.03: Purchase Zoom, Seesaw, Canvas, Canvas, Kahoot, Odyssey, Khan Academy, and Microsoft Teams licenses for delivery of online curriculum. - These platforms will be licensed to provide both synchronous and asynchronous learning and with the idea that they can continue to be used once the transition to in person instruction is complete.	$26,000	$19,339	N
02.04: Provide PD focused on digital resources and tools, best practices on delivery of synchronous and asynchronous online instruction, setting online norms, Zoom, Canvas, Odyssey, and Microsoft Teams.	$8,449	$3,700	N

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

All actions listed in the 2020 LCP were implemented.

The following 3 actions had significant differences between the budgeted and the actual expenditures:
- 02.02: Purchase wireless hotspots for use by all students in need. The purchase is for a month to month contract for each individual hot spot device. - These devices shall be available so that all students can have secure access to the LEA's distance learning instruction.
- 02.03: Purchase Zoom, Seesaw, Canvas, Canvas, Kahoot, Odyssey, Khan Academy, and Microsoft Teams licenses for delivery of online curriculum. - These platforms will be licensed to provide both synchronous and asynchronous learning and with the idea that they can continue to be used once the transition to in person instruction is complete.
- 02.04: Provide PD focused on digital resources and tools, best practices on delivery of synchronous and asynchronous online instruction, setting online norms, Zoom, Canvas, Odyssey, and Microsoft Teams.

Reasons for the difference in budgeted and actual expenditures are:
- 02.02: The cost was lower than budgeted because the district was able to negotiate better pricing for the service.
- 02.03: The budgeted amount for 2020 was difficult to plan because of COVID and the fact that the district had never purchased these licenses before. The result was that the district spent less on these licenses than expected.
- 02.04: The budgeted amount for 2020 was difficult to plan because of COVID. The result was that the district spent less on this PD than expected.

Analysis of Distance Learning Program

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

The LEA used the following state and/or local data as well as stakeholder focus group feedback to inform the analysis of the *Distance Learning Program* program.
8.H.35 - % on the ESE District Parent Survey who said, My child has access to the necessary devices to be successful using distance learning. - 75.9%
8.H.36 - % on the ESE District Parent Survey who said, My child has access to an internet connection that is reliable and fast enough for distance learning. - 55.2%
8.H.38 - % on the ESE District Parent Survey who said The school has been helpful in offering resources and support for distance learning. - 72.4%
8.H.40 - % on the ESE District Parent Survey who said, The school has done a good job of providing distance learning to my student. - 69.0%

Successes:
Surface pros and laptops were purchased for all student use with state COVID-19 money. We learned to use Zoom, Seesaw, Microsoft Teams, and Odyssey. The district provided us with about five days of training and Amy and Michael did additional training.

Challenges:
Not all teachers use the same platform requiring students to learn more than one platform. Unsure which platform is used by the district, Internet access was a challenge for many. State funded hotspots did not consistently or effectively work in the valley. There was a lack of formal hands-on training. Asynchronous online instruction makes it difficult to keep students engaged. This makes it especially difficult for our special populations.

Pupil Learning Loss

Actions Related to Pupil Learning Loss

Actions / Services

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
03.01: Continue to develop the MTSS tiered intervention system for all students (K-12) in need of strategic or intensive academic, behavioral (PBIS), and social emotional interventions. The academic interventions will include both ELA and Math and will comply with SBE time recommendations. - The MTSS components of this action shall focus in strategies that can be employed in both a distance learning environment and can also be used during in person instruction. (PD Plan)	$2,260	$1,842	Y
03.02: Provide funding to run the ASES program to support student academic achievement and social-emotional success including, tutors, supplies, and transportation. - The LEA will continue to provide for the after school program to support students who may be falling behind with additional earning opportunities.	$53,639	$39,951	Y
03.06: Provide funding for athletic programs. (transportation, fees, equipment, uniforms, coaches and A.D. stipends, etc.) - The LEA plans to have a full complement of sports starting after the semester break.	$16,941	$12,908	N

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

All actions listed in the 2020 LCP were implemented.

The following 2 actions had significant differences between the budgeted and the actual expenditures:
- 03.02: Provide funding to run the ASES program to support student academic achievement and social-emotional success including, tutors, supplies, and transportation. - The LEA will continue to provide for the after school program to support students who may be falling behind with additional earning opportunities.
- 03.06: Provide funding for athletic programs. (transportation, fees, equipment, uniforms, coaches and A.D. stipends, etc.) - The LEA plans to have a full complement of sports starting after the semester break.

Reasons for the difference in budgeted and actual expenditures are:
- 03.02: There were significant savings on ASES expenditures this year due to COVID. For example transportation costs were eliminated because students did not come to school.
- 03.06: Because of COVID and the cancellation of athletic events the district spent less money on athletics than was budgeted particularly on stipends and equipment.

Analysis of Pupil Learning Loss

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

The LEA used the following state and/or local data as well as stakeholder focus group feedback to inform the analysis of the *Pupil Learning Loss* program.
8.H.41 - Most frequent response on the ESE District Parent Survey to the question, On average my child spends the following time on distance learning each day. - 4-5 hrs
8.H.42 - Most frequent response on the ESE District Parent Survey to the question, My child should spend the following amount of time on distance learning. - current amount

Successes:
Teachers are doing the best in a difficult situation. Mary are doing afternoon sessions with their students. ASES instructors are focusing on increasing student-to-student socialization. Many teachers are doing afternoon sessions with their students. Student morale is sustained. Students are able to spend time outdoors and socialize to a certain degree.

Challenges:
There are few to zero strategies for students to get the MTSS they need at either school site. Zoom is not ideal or as beneficial as it needs to be for most students. Students are struggling with too much screen time (Zoom). Participation has decreased. Not being able to provide necessary resources limits teachers' instruction capabilities. SBE need to be more accessible for teachers. Due to COVID-19 restriction, the football season began later and basketball is set to begin in mid-to-late April. New costs have arisen eg., face masks, testing, cleaning and sanitizing equipment. Lack of quality outdoor facilities limits participation and interest in baseball and softball.

Analysis of Mental Health and Social and Emotional Well-Being

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

The LEA used the following state and/or local data as well as stakeholder focus group feedback to inform the analysis of the Mental Health and Social Emotional Well-Being program.
8.I.1 - During the past 12 months, did you ever feel so
sad or hopeless almost every day for two - 31%

Successes:
Counseling services were provided when needed. The district had protocols in place for staff, students and parents to support those in need of mental and social-emotional health interventions.

Challenges:
Having students on distance learning was the biggest challenge in providing social emotional support. It took a paradigm shift for staff to be able to better support student emotional well-being during remote learning.

Analysis of Pupil and Family Engagement and Outreach

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

The LEA used the following state and/or local data as well as stakeholder focus group feedback to inform the analysis of the Pupil and Family Engagement program.
3.A.1 - % on the District Parent Survey agreeing that district seeks parent input (Item 24) - 64.7%
8.H.1 - % on the ESE District Parent Survey who said, I receive frequent communication from my child's school about upcoming events. - 75.9%
8.H.2 - % on the ESE District Parent Survey who said, I receive frequent communication from my child's school about my child's academic progress. - 79.3%

Successes:
The district had success with the following strategies for keeping students and families engaged:
- Use the weekly student support roster/IC(SIS) to track student participation.
- Identify students who are not fully participating or identified as "low participation" for tier 2. (Full participation is is defined as full participation in both synchronous and asynchronous instruction.)
- Use the parent communication system to inform families that their pupil is not fully participating in distance learning.
- Make person to person direct contact with parents/guardians of students with low participation.
- Conduct virtual home visits.
In addition, the district avoided combo classes at the Middle school grades.

Analysis of School Nutrition

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

The LEA used the following state and/or local data as well as stakeholder focus group feedback to inform the analysis of the School Nutrition program.
8.J.1 - % of students who had access to nutritious healthy meals each day of the week - 100%

Successes:
The district provided "grab and go" meals to the community. These "grab and go" meals consisted of a lunch and breakfast for the following morning. The service

was provided at two locations, one in Ventucopa and one at the Rec Hall in town.

Challenges:
Logistically it was challenging to provide the meals to the community and to ensure that all students in need received these meals.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
04.02: Provide workshops to assist parents in supporting their children academically, learning at home strategies, parenting, 21st Century Skills, health and wellness and understanding the CA educational system. - Parents will be given strategies to support student learning in a distance learning environment. (PD Plan)	$1,000	$115	Y
05.02: Staff additional classrooms with teachers that are appropriately assigned and fully credentialed according to small district requirements, to minimize combo classes at the ES and additional intervention sections at the HS in ELA, ELD, and Math designed to provide support for unduplicated students. (4.13 FTE @ $95,067 / FTE)	$392,219	$400,040	Y
05.05: Staff a Program Coordinator position that will run the: EL Program, RTI program, Assessment Program, ASES program. - This position will be the district lead on intervening with Pupil learning loss at the K-8 level.	$95,067	$66,018	Y

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

All actions listed in this section of the 2020 LCP were implemented.

No actions in this goal had significant differences between the budgeted and the actual expenditures:

Overall Analysis

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

There were many lessons learned from implementing in-person and distance learning programs in 2020-21 that have informed the development of goals and actions in the LCAP. The first lesson was the importance of a robust and resilient technology infrastructure. While the district had a comprehensive technology plan in place it was not designed to support or ensure access to students in remote locations. When the COVID pandemic began the district did not have sufficient ready devices and hotspots to accommodate all of our students. The district was able to quickly secure devices, but supporting students remotely when devices didn't was problematic. the district recognized that we need to make out IT more resilient.

Another lesson was the effect of learning loss on students due to remote learning. While all stakeholders did an amazing job under the circumstances remote learning methods are not ideal for most students and many students suffered learning loss because of it. One of the ways the district plans to combat learning loss was through frequent use of diagnostic and formative assessments in conjunction with targeted learning plans for students with learning loss and in instances where possible the district plans to accelerate their learning out of learning loss with additional timeduring the summer, after-school or during school.

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

To assess pupil learning loss CJUSD continues to review data assessment data from the following sources on a regular basis.

- Student performance on DIBELS.
- Student performance on the CAASPP Interim assessment.
- Student performance on teacher administered content assessments.
- Student performance on the ELPAC along with additional ELD formative assessments during the school year.
- Teachers' holistic assessment of student progress.
- Surveys of students and parents

To address the loss of learning the LEA has the following actions in the LCAP.

- 01.01: Staff additional classrooms with teachers that are appropriately assigned and fully credentialed according to small district requirements, to minimize combo classes at the ES and to provide additional periods at the HS in ELA, ELD, and Math designed to provide support for unduplicated students.
- 01.03: Staff a Program Coordinator position that will run the: EL Program, RTI program, Assessment Program, ASES program. This position will be the district lead on intervening with Pupil learning loss at the K-8 level.

- 02.02: Continue to develop the MTSS tiered intervention system for all students (K-12) in need of strategic or intensive academic, behavioral (PBIS), and social emotional interventions. The academic interventions will include both ELA and Math and will comply with SBE time recommendations.

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

Substantive differences are detailed within each section of the annual update.

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cuyama Joint Unified School District	Alfonso Gamino Superintendent	agamino@cuyamaunified.org (661) 766-2482

Plan Summary [2021-22]

General Information

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

The Cuyama Joint Unified School District is a unified district in Santa Barbara county serving a rural community in grades TK-12. The district has schools. The current enrollment is 183 students of which 45 are ELs, 135 are socio-economically disadvantaged, 36 are white, 149 are hispanic, 28 are students with disabilities and the district has 3 foster youth.

CJUSD offers an athletic program at the high school level for both genders. The district has six boys and six girls athletic teams that are supported by the local community. The high school is on a modified A-B block schedule that offers a wide variety of classes from online college courses to vocational education and remedial education. The elementary school has one teacher per grade level along with an after school program at the elementary school. The high school has the Future Leaders of America and the California Scholastic Federation as on campus organizations.

Every spring the district sponsors an antique car show that draws participants from all over California. Proceeds from this show go to the high school's ASB and post secondary scholarship fund.

The Values and Mission Statement of the CJUSD are:

Mission Statement: We are dedicated to the ideals of academic excellence and to the personal and social development of our students. Academic integrity is fostered in a climate which respects the unique needs of each individual. Our students develop a positive self-image, respect for the rights of others, and the ability to communicate effectively, think critically, meet challenges, and accept responsibility.

The faculty, staff, administrators and students are committed to creating a learning environment that encourages all residents of Cuyama Valley to expand their intellectual, creative, and social horizons. We challenge and support one another to realize our potential, to appreciate and contribute to the enrichment of our diverse community, as well as to develop a passion for life-long learning.

To ensure the success of this mission, we promote academic excellence in the teaching and scholarly activities for our faculty, encourage personalized learning, foster interactions and partnerships beyond our community and provide opportunities for intellectual, cultural and artistic enrichment. We, as educators, endeavor to create a student-centered educational community whose members support one another with mutual understanding and respect. We encourage all students to actively pursue the ways of knowing and the art of thinking.

Values: Every student who graduates from Cuyama Joint Unified School High School District will have the skills necessary to achieve their academic or occupational goals.

Reflections: Successes

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

The LEA is most proud of the progress on the following state and local indicators.

35.7% - % meeting standard on CAASPP ELA
22.8% - % meeting standard on CAASPP Math

The LEA has included the following actions in the LCAP to assist in maintaining and building upon this progress: 01.01, 01.04 and 02.02 These actions deal with minimizing combo classes at the ES and to provide additional periods at the HS and continuing to develop the MTSS tiered intervention system.

The LEA is proud of the growth on CAASPP from 34.4% to 35.7% in ELA and from 16.7% to 22.8% in Math.

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 following state indicators were Orange or Red overall or for at least one student group.

22.8% - % meeting standard on CAASPP Math
11.3% - Chronic absenteeism rate (CA Dashboard, Status)
2.3% - Suspension rate (CA Dashboard, Status)

The LEA has included the following actions in the LCAP to improve performance on these indicators: 02.02, 02.03, 02.06 and 02.07 While the CAASPP Math outcome was identified as a success, the LEA also feels it is a need to continue to improve upon the growth that has been made.

Actions that the LEA will take to address these needs are: continue to develop the MTSS tiered intervention system and providing a robust ASES program. In addition to these the LEA will continue to support the athletic programs and provide socialization activities such as dances, parties, community service projects, etc.

There were no state indicators on the 19-20 school year CA School Dashboard in which any student group was two or more performance levels below the all student performance.

LCAP Highlights

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

The 2021-22 LCAP has the following goals as top priorities:

01 - Ensure that all students can demonstrate proficiency in math and literacy skills for multiple College and Career Readiness options using both in-person and distance learning instructional opportunities.
02 - Develop the physical, and social-emotional health of students in a physically, socially and emotionally safe environment causing connectedness with the district to increase.

To measure this progress the LCAP calls for the following expected outcomes:

40% - % meeting standard on CAASPP ELA
25% - % meeting standard on CAASPP Math
80 - # on the *District School Climate Survey* overall index rating

The following actions are designed to assist in meeting the highlighted goals: 01.01, 01.04 and 02.02
• <u>01.01</u>: Staff additional classrooms with teachers that are appropriately assigned and fully credentialed according to small district requirements, to minimize combo classes at the ES and to provide additional periods at the HS in ELA, ELD, and Math designed to provide support for unduplicated students. (4.05 FTE @ $95,990 / FTE)
• <u>01.04</u>: Provide PD, to include coaching and collaboration, for teachers and paraprofessionals on the following: 1. the five building blocks of reading: phonics, phonemic awareness, vocabulary, comprehension, and reading fluency to support students in K-12 receiving tier II interventions, 2. implementation of ELD standards to include the principles of UDL in Tier 1 and Tier II instruction. (PD Plan)
• <u>02.02</u>: Continue to develop the MTSS tiered intervention system for all students (K-12) in need of strategic or intensive academic, behavioral (PBIS), and social emotional interventions. The academic interventions will include both ELA and Math and will comply with SBE time recommendations. (PD Plan)
Continue to develop the MTSS tiered intervention system for all students (K-12) in need of strategic or intensive academic, behavioral, and social emotional interventions and staffing additional classrooms to minimize combo classes.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

No schools were identified for CSI.

Support for Identified Schools

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

No schools were identified for CSI.

Monitoring and Evaluating Effectiveness

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

No schools were identified for CSI.

Stakeholder Engagement

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

The board was informed about the LCAP progress, LCFF and progress towards the LCAP metrics during board meetings on 4/8/2021 and 5/13/2021.

The CJUSD administration team met to discuss both current year and next year's LCFF, LCAP, and progress towards completion of LCAP Actions on 3/19/2021. During these meetings the admin team discussed all five sections of the LCAP and how all goals and the eight state priorities are covered by various actions in the plan. The group specifically discussed progress on last year's LCAP (Annual Update) and began initial planning for the coming year's LCAP. Administration input into the LCAP was informed by the following factors: discussions with teachers, classroom observations, daily professional experiences, professional judgment, and student achievement data.

CJUSD conducted a focus group with certificated staff local bargaining unit members on 3/1/2021. During the focus group a facilitator reviewed: the LCFF, the LCAP's purpose, the eight state priorities, the district's current LCAP including the district's goals, metric data, and key actions. Once the review was complete the focus group was broken into small groups. Each group was tasked with identifying traits that they want students to acquire, and actions that the district could take that would assist students in developing these traits. The groups then wrote the student traits and supporting actions on "digital" posters. These posters were then shared out with the rest of the group. After the focus group meeting the traits and actions on the posters were then aggregated and used to modify the district's goals as well as identify new and continued actions for the LCAP. The results can be found in the 2nd response section of this stakeholder engagement section of the LCAP. An identical focus group process was used for the classified staff, student and parent / community stakeholder groups.

CJUSD conducted a focus group with the classified staff local bargaining unit members on 3/1/2021.

CJUSD conducted a focus group with the student stakeholder group on 3/2/2021.

CJUSD conducted a focus group with the parent / community stakeholder group on 3/1/2021.

CJUSD 's LCAP Committee met on 3/29/2021 and 4/26/2021. The committee consists of parents of low income students, English learners, and students with special needs. This body serves as the district's Parent Advisory Committee. During this meeting the committee reviewed the purpose of the LCAP and the eight state priorities. Once these topics were covered the committee began a review of both the progress on the current LCAP (Annual Update), and the coming year's Draft LCAP. All five sections of the Draft LCAP were reviewed. The committee members were asked for any concerns about or comments to the draft. The members were also asked if anyone wanted to submit written questions to be answered by the superintendent.

CJUSD met on 3/26/2021 with the SELPA to receive technical support for special education actions in the LCAP.

CJUSD 's DELAC met on 3/29/2021 and 4/26/2021. During this meeting the DELAC reviewed the purpose of the LCAP and the eight state priorities. A process similar to that used with the LCAP Committee meetings was followed in the DELAC meetings.

The Draft LCAP was posted on CJUSD s' website for review on 4/26/2021.

A group of certificated staff, classified staff, parents, and students served as the primary group used to conduct the Annual Update. This group consisted of parents of; low income students, english learners, and student with special needs along with certificated and classified bargaining unit members, administrators,

and students. This committee met on 3/29/2021 to review the progress made on the previous LCAP and LCP. The committee was tasked with determining the percentage of each action that had been completed along with creating a brief narrative describing the progress made on each action. To facilitate the process the committee was briefed on the state purposes and guidelines for LCFF and LCAP, as well as the district's current year LCAP. Participants were given a very brief overview of the metrics that are used to measure LCAP progress.

A summary of the feedback provided by specific stakeholder groups.

The board gave input that they were pleased with the focus and direction of the LCAP and encouraged the district to effectively implement the plan. The board held a Public Hearing on 6/10/2021 and approved the final version of the LCAP on 6/24/2021.

The administration team's feedback was primarily to discuss how to implement the LCAP and what specific priorities from the various stakeholder groups were more readily achievable and based on this to provide a direction for the goals and actions within the LCAP.

The certificated staff focus group listed the following five traits and actions that they would like students to develop as top priorities.
Traits:
    13% - College / Career Ready
    13% - Communicators (Active listener, articulate speaker)
    13% - Critical Thinker (Analytical, Independent)
    13% - Emotionally Healthy (compassionate / empathetic)
    13% - Life-Long Learners

Actions:
    07% - Provide more opportunities for community service projects.
    07% - Promote dual enrollment with local colleges.
    07% - Implement/continue a kindness program.
    07% - Provide social-emotional health curriculum and instruction to all students.
    07% - Implement/continue a debate team.

The classified staff focus group listed the following five traits and actions that they would like students to develop as top priorities.
Traits:
    09% - Academically Proficient (Reading, Writing, Math)
    09% - Problem Solvers
    09% - Socially Responsible
    04% - Self Disciplined
    04% - College / Career Ready

Actions:
    09% - Provide more hands-on learning activities.
    09% - Provide more enrichment opportunities.
    09% - Expand the number of extra curricular activities.

04% - Implement/continue Ambassadors / student mentors.
04% - Provide more opportunities for community service projects.

The student focus group listed the following five traits and actions that they would like students to develop as top priorities.
Traits:
14% - College / Career Ready
14% - Self-Aware (confident, focused, responsible)
09% - Communicators (Active listener, articulate speaker)
09% - Creative
09% - Critical Thinker (Analytical, Independent)

Actions:
08% - Provide more socialization activities.
08% - Provide more opportunities for presentations and public speaking.
08% - Provide more elective classes.
08% - Provide more CTE (welding, building, medical, etc.)
08% - Implement/continue the bilingual program.

The parent / community focus group listed the following five traits and actions that they would like students to develop as top priorities.
Traits:
13% - Academically Proficient (Reading, Writing, Math)
13% - College / Career Ready
13% - Communicators (Active listener, articulate speaker)
13% - Critical Thinker (Analytical, Independent)
13% - Socially Responsible

Actions:
14% - Provide more enrichment opportunities.
10% - Provide more socialization activities.
05% - Promote dual enrollment with local colleges.
05% - Provide instruction on responsible technology use.
05% - Implement a computer programming course.

The LCAP Committee is serving as the advisory body to the superintendent with regards to edit and revisions of the LCAP. Any suggestions given by this committee were taken under advisement and if possible were incorporated into the Final LCAP.

The DELAC had several questions which were answered and a few comments for the plan. Any suggestions given by the DELAC were taken under advisement and if possible were incorporated into the Final LCAP.

The LCAP Annual Update Committee provided information on the progrerss, successes and challenges of the previous yera's plans. While this committee did not provide specific feedback regarding the coming years' LCAP, the information from this group was used by administration and the LCAP Committee to inform the goals and actions in the LCAP.

CJUSD values the significant role that all stakeholders played in contributing to the development of this LCAP. The process used for stakeholder engagement is reflective of CJUSD's commitment to all members of the school community. The input of stakeholders was essential in the review of data and especially in soliciting ideas regarding the future direction of the district including goals and actions for the LCAP as well as which metrics to focus on for measuring success. The following traits and actions were cited repeatedly by multiple stakeholder groups signaling the importance attached to these and the desire to see these reflected in the LCAP.

Traits:
- College / Career Ready
- Communicators (Active listener, articulate speaker)
- Self Disciplined
- Critical Thinker (Analytical, Independent)
- Academically Proficient (Reading, Writing, Math)

The traits College / Career Ready and Academically Proficient (Reading, Writing, Math) helped to inform the development of goal 01. The traits Critical Thinker (Analytical, Independent) and Self Disciplined helped to inform the development of goal 02. These two goals are:
01: Ensure that all students can demonstrate proficiency in math and literacy skills for multiple College and Career Readiness options using both in-person and distance learning instructional opportunities.
02: Develop the physical, and social-emotional health of students in a physically, socially and emotionally safe environment causing connectedness with the district to increase.

Actions:
- Provide more enrichment opportunities.
- Provide more socialization activities.
- Provide more elective classes.
- Provide more opportunities for presentations and public speaking.
- Provide more leadership classes and opportunities.

The suggested actions listed above helped to inform the development of the following actions within the LCAP.
01.06: Continue the enriched in-school and after-school CCR programs at the E.S. (i.e. school visual and performing arts, digital media, assemblies, local artists etc.)
02.06: Provide funding for athletic programs. (transportation, fees, equipment, uniforms, coaches and A.D. stipends, etc.) - The LEA plans to have a full complement of sports starting after the semester break.
02.07: Continue to provide socialization and school connectedness activities like dances, parties, community service projects to assist students in building leadership opportunities and social skills

Goals and Actions

Goal

Goal #	Description
01	Ensure that all students can demonstrate proficiency in math and literacy skills for multiple College and Career Readiness options using both in-person and distance learning instructional opportunities.

An explanation of why the LEA has developed this goal.

Analysis of student performance on CAASP showed that at most 16.7% of students are proficient in both RLA and Math. Stakeholder focus groups showed that having students be academically proficient in reading, writing and math as well as being college or career ready were tops priorities for a majority of stakeholder groups. We plan to improve RLA and Math skills performance by closely monitoring metrics 4.A.1 - CAASPP ELA, 4.A.2 - CAASPP Math, 4.D Progress Towards English Proficiency.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcomes for 2023-24
1.A: Maintain the % of teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching at	83%				100%
1.B.1: Maintain the % of students with CASS aligned core curriculum above	100%				100%
2.A: Increase the % implementation of CASS for all students to	89%				90%
2.B: Increase the % implementation of SBE adopted ELD standards for all ELs to	96%				100%
4.A.1: Increase the % meeting standard on CAASPP ELA to	35.7%				40%
4.A.2: Increase the % meeting standard on CAASPP Math to	22.8%				25%
4.C: Increase the % of students successfully completing A-G requirements to	55.5%				65%
4.D: Maintain the % of ELs making progress towards English Proficiency (CA Dashboard, Status) above	66.7%				67%
4.E: Increase the % of ELs reclassified (Reclassification Rate) to	14.9%				15%
4.F: % of AP exam passes to total students with a three or higher	0%				0%
4.G: Increase the % of students CCR based on EAP (CA Dashboard, Status) to	N/D				N/D
4.H: Maintain the % of English Learner Progress (CA Dashboard, Status) above	N/D				N/D

	8.A: Maintain the % of students completing 2 formative local assessments to	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
01.01	Class-size Reduction	01.01: Staff additional classrooms with teachers that are appropriately assigned and fully credentialed according to small district requirements, to minimize combo classes at the ES and to provide additional periods at the HS in ELA, ELD, and Math designed to provide support for unduplicated students. (4.05 FTE @ $95,990 / FTE)	$388,743	Y
01.02	Instructional Materials	01.02: Purchase additional materials for classrooms instruction including paper based materials and computer based services. - The focus will be on purchasing new CASS-aligned curriculum that can be used in the current COVID environment, but also be sued effectively in a traditional setting to facilitate learning when the transition to in-person instruction is made.	$52,905	N
01.03	RTI / ASES Program Coordinator	01.03: Staff a Program Coordinator position that will run the: EL Program, RTI program, Assessment Program, ASES program. This position will be the district lead on intervening with Pupil learning loss at the K-8 level. (1 FTE @ $95,990 / FTE)	$95,990	Y
01.04	Professional Development	01.04: Provide PD, to include coaching and collaboration, for teachers and paraprofessionals on the following: 1. the five building blocks of reading: phonics, phonemic awareness, vocabulary, comprehension, and reading fluency to support students in K-12 receiving tier II interventions, 2. implementation of ELD standards to include the principles of UDL in Tier 1 and Tier II instruction. (PD Plan)	$26,981	N
01.05	College Career Ready at the H.S.	01.05: Provide a path for students to acquire CCR skills at the H.S. including more opportunities for college prep courses or instruction at the H.S. (licenses to online college prep courses, equipment for career tech classes)	$10,000	N
01.06	In-School and After-School CCR Enrichment	01.06: Continue the enriched in-school and after-school CCR programs at the E.S. (i.e. school visual and performing arts, digital media, assemblies, local artists etc.)	$5,000	N
01.07	Writing Program PD	01.07: Provide teachers PD to assist in developing a better writing program throughout the district that uses consistent norms across grade levels and across subjects.	$13,314	N

01.08	Instructional Support Positions	01.08: Staff all appropriate instructional support positions including the library/media technician. (2.63 FTE @ $39,524 / FTE)	$103,948	N
01.09	Special Education Consortium	01.09: Contract with SBCEO for special education services including 2 special ed teachers and 5 special ed instructional aides. (SEP)	$318,000	N
01.10	Special Ed Services	01.10: Provide special education services such as: speech / language therapy, psychologist counseling, physical / occupational therapy and orientation and mobility and assistive technology services, to all students who qualify. (SEP)	$15,000	N

Goal

Goal #	Description
02	Develop the physical, and social-emotional health of students in a physically, socially and emotionally safe environment causing connectedness with the district to increase.

An explanation of why the LEA has developed this goal.

Analysis of data such as the Chronic Absenteeism Rate (11.3%) showed that engagement and connectedness with the school can increase. Stakeholder focus groups showed the desire to have students be college and career ready and to be more self-aware / responsible.   CJUSD plans to improve the outcomes on the Chronic Absenteeism Rate and the Suspension Rate over the course of this plan.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcomes for 2023-24
1.B.2: Increase the % of ELs with CASS aligned ELD curriculum to	100%				100%
1.C: Maintain the # of the Facilities Inspection Tool overall rating above	90%				90%
5.A: Maintain the School attendance rate above	91.4%				93%
5.B: Decrease the Chronic absenteeism rate (CA Dashboard, Status) to	11.3%				10.0%
5.C: Maintain the Middle school dropout rate at	0%				0%
5.D: Maintain the High school dropout rate below	0%				0%
5.E: Maintain the High school graduation rate above	92.9%				92.9%
6.A: Maintain the Suspension rate (CA Dashboard, Status) below	2.3%				2.3%
6.B: Maintain the Expulsion rate at	0%				0%
6.C.1: Increase the # on the District School Climate Survey overall index rating to	74.1				80
6.C.2: Increase the % of stakeholders that perceive school as safe or very safe (weighted) to	80.2%				85%
6.C.3: Increase the % of stakeholders that report high connectedness with school (weighted) to	60.8%				65%
7.A: Maintain the % of students enrolled in required courses of study at	100%				100%
7.B: Maintain the # of unduplicated student participations in programs or services per UDS above	1.6				1.6

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7.C: Maintain the # of exceptional need student participations in programs per ENS above	3.6				3.6

Actions

Action #	Title	Description	Total Funds	Contributing
02.01	Instructional Technology Access	02.01: Provide upgraded computers that work in the computer labs and other classroom technology in designated classrooms i.e. yearbook and new teacher computers. Maintain new laptops purchased for each student so that each student has one. These devices shall be available so that all students can have secure access to the LEA's distance learning instruction.	$1,000,000	N
02.02	MTSS	02.02: Continue to develop the MTSS tiered intervention system for all students (K-12) in need of strategic or intensive academic, behavioral (PBIS), and social emotional interventions. The academic interventions will include both ELA and Math and will comply with SBE time recommendations. (PD Plan)	$2,000	N
02.03	ASES Program	02.03: Provide funding to run the ASES program to support student academic achievement and social-emotional success including, tutors, supplies, and transportation. - The LEA will continue to provide for the after school program to support students who may be falling behind with additional earning opportunities.	$48,775	N
02.04	Digital Learning Platforms	02.04: Purchase or acquire Zoom, Seesaw, Canvas, Kahoot, Odyssey, Khan Academy, and Microsoft Teams licenses for delivery of online curriculum. - These platforms will be licensed to provide both synchronous and asynchronous learning and with the idea that they can continue to be used once the transition to in person instruction is complete.	$10,000	N
02.05	Professional Development	02.05: Provide professional development to enhance existing systems of student support by integrating goals for SEL practices within universal, targeted, and intensive behavioral approaches, strengthening the MTSS Framework currently in practice.	$10,000	N
02.06	Athletic Programs	02.06: Provide funding for athletic programs. (transportation, fees, equipment, uniforms, coaches and A.D. stipends, etc.) - The LEA plans to have a full complement of sports starting after the semester break.	$5,000	N

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| 02.07 | Socialization Activities | 02.07: Continue to provide socialization and school connectedness activities like dances, parties, community service projects to assist students in building leadership opportunities and social skills | $500 | N |

Goal

Goal #	Description
03	Parent and community participation in and connectedness with the schools will increase.

An explanation of why the LEA has developed this goal.

Analysis of the *ESE District Parent Survey* data shows that 64.7% of parents agree that the district seeks parent input. Stakeholder focus groups showed the desire of parents to have students be more academically proficient, emotionally healthy and college career ready. While these parental desires will not translate into actions under this goal they will be found in goals 1, 2 and 3. To this end the district will focus on increasing the % on the *District Parent Survey* agreeing that district seeks parent input and increasing the # of unduplicated student parent participations in school programs per UDS.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcomes for 2023-24
3.A.1: Increase the % on the *District Parent Survey* agreeing that district seeks parent input (Item 24) to	64.7%				70.0%
3.A.2: Increase the % of households responding to the *District Parent Survey* to	0.5				30%
3.B: Maintain the # of unduplicated student parent participations in school programs per UDS above	0.5				0.5
3.C: Maintain the # of exceptional needs student parent participation in school programs per ENS above	1.0				1.0

Actions

Action #	Title	Description	Total Funds	Contributing
03.01	Parent Conferences	03.01: Provide annual parent conferences that focus on educating parents on student progress as well as strategies parents can use to support student learning. Make this event more like a parent night. (PD Plan)	$0	N

03.02	Parent Workshops	03.02: Provide workshops to assist parents in supporting their children academically, learning at home strategies, parenting, 21st Century Skills, health and wellness and understanding the CA educational system. - Parents will be given strategies to support student learning in a distance learning environment. (PD Plan)	$10,000	N
03.03	Parent Technology Workshops	03.03: Provide parent technology workshops on topics such as Gmail, PowerSchool, Parent Square, etc. The district will provide childcare for meetings as appropriate. (PD Plan)	$600	N
03.04	SSC and DELAC	03.04: Continue to encourage parent participation in the District English Learner Advisory Committee (DELAC) and SSC. (PD Plan)	$0	N
03.05	Parent Communication	03.05: Provide regular newsletters, Parent Square messages, emails and website posts to enhance communication with parents and the community. (PD Plan)	$600	N

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
20.42%	$437,226

Required Descriptions

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

The Cuyama Joint Unified School District has an unduplicated student percentage of 73.8%. Because the percentage of unduplicated students is so high the stakeholders agreed that the following actions / services will be provided LEA-wide. The list below has the action in italics followed by an explanation of how the needs of unduplicated students were considered first, and how these actions are effective in meeting the needs of these students.

01.01: Staff additional classrooms with teachers that are appropriately assigned and fully credentialed according to small district requirements, to minimize combo classes at the ES and to provide additional periods at the HS in ELA, ELD, and Math designed to provide support for unduplicated students. (4.05 FTE @ $95,990 / FTE) Unduplicated students are better served by minimizing the number of combo classes. The district will have a number of combo classes, but using S&C funds to minimize these classes will allow for more individualized grade level appropriate instruction. Because the unduplicated population is 79.9% of the district this action has to be delivered LEA-wide. The LEA is continuing this action based on research showing that all else being equal combination classes are a detrimental to the long term academic prgorgerss of students.

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

The Cuyama Joint Unified School District LCFF Supplemental / Concentration Grant is projected to be $437,226.00. The percentage of unduplicated students is 73.8% and the increase in proportionality for English Learners, Low income, and Foster Youth (unduplicated) students is 20.42%. Stakeholder groups provided input and feedback on the most effective use of these dollars to meet the LEA's goals for unduplicated students. The list below has the actions / services that are being increased or improved in italics followed by an explanation of how the each action is increasing or improving services for unduplicated students.

- 01.01: *Staff additional classrooms with teachers that are appropriately assigned and fully credentialed according to small district requirements, to minimize combo classes at the ES and to provide additional periods at the HS in ELA, ELD, and Math designed to provide support for unduplicated students.* - The district's base program would provide for 8.375 FTE teachers which would provide a student to teacher ratio of approximately 25:1; however, because of the small nature of the district this would create more combo classes than are already present in grades TK-5 and would limit the elective and CCR offerings at the MS and HS. The district will use S&C funds to reduce class sizes limiting combo classes in grades TK-5 while also providing more teachers at grades 6-12 for additional support periods and for intervention.

- 01.03: *Staff a Program Coordinator position that will run the: EL Program, RTI program, Assessment Program, ASES program. This position will be the district lead on intervening with Pupil learning loss at the K-8 level.* - The RTI Program, and the EL Program, along with the after school program, primarily support the EL, LI, and FY student groups. These programs are additional programs above and beyond the core program. Additionally the direction and assistance of this position provides for a significantly improved delivery of service to the EL and LI populations. The LEA is continuing this action based on the need that stakeholders see for a continued RTI program ad the additional need for a position to work on closing the learning loss gap due to COVID.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$948,295.00	$56,885.00	$0.00	$74,271.00	$1,079,451.00

	Local Funds	Total Personnel	Total Non-personnel
	$0.00	$610,646.00	$468,805.00

Goal	Action	Students Group (s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
01	01	English Learners Low Income	Class-size Reduction	$388,743.00	$0.00	$0.00	$0.00	$388,743.00
01	02	All	Instructional Materials	$15,000.00	$11,863.00	$0.00	$0.00	$52,905.00
01	03	English Learners Low Income	RTI / ASES Program Coordinator	$87,880.00	$8,110.00	$0.00	$0.00	$95,990.00
01	04	All	Professional Development	$0.00	$0.00	$0.00	$26,981.00	$26,981.00
01	05	All	College Career Ready at the H.S.	$10,000.00	$0.00	$0.00	$0.00	$10,000.00
01	06	All	In-School and After-School CCR Enrichment	$5,000.00	$0.00	$0.00	$0.00	$5,000.00
01	07	All	Writing Program PD	$13,314.00	$0.00	$0.00	$0.00	$13,314.00
01	08	All	Instructional Support Positions	$56,658.00	$0.00	$0.00	$47,290.00	$103,948.00
01	09	Students with Disabilities	Special Education Consortium	$318,000.00	$0.00	$0.00	$0.00	$318,000.00

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$948,295.00	$56,885.00	$0.00	$74,271.00	$1,079,451.00

Local Funds	Total Personnel	Total Non-personnel
$0.00	$610,646.00	$468,805.00

Goal	Action	Students Group (s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
01	10	Students with Disabilities	Special Ed Services	$15,000.00	$0.00	$0.00	$0.00	$15,000.00
02	01	All	Instructional Technology Access	$0.00	$0.00	$0.00	$0.00	$1,000,000.00
02	02	All	MTSS	$2,000.00	$0.00	$0.00	$0.00	$2,000.00
02	03	English Learners Foster Youth Low Income	ASES Program	$0.00	$48,775.00	$0.00	$0.00	$48,775.00
02	04	All	Digital Learning Platforms	$10,000.00	$0.00	$0.00	$0.00	$10,000.00
02	05	All	Professional Development	$10,000.00	$0.00	$0.00	$0.00	$10,000.00
02	06	All	Athletic Programs	$5,000.00	$0.00	$0.00	$0.00	$5,000.00
02	07	All	Socialization Activities	$500.00	$0.00	$0.00	$0.00	$500.00
03	01	All	Parent Conferences	$0.00	$0.00	$0.00	$0.00	$0.00

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$948,295.00	$56,885.00	$0.00	$74,271.00	$1,079,451.00

Local Funds	Total Personnel	Total Non-personnel
$0.00	$610,646.00	$468,805.00

Goal	Action	Students Group (s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
03	02	All	Parent Workshops	$10,000.00	$0.00	$0.00	$0.00	$10,000.00
03	03	English Learners Low Income	Parent Technology Workshops	$600.00	$0.00	$0.00	$0.00	$600.00
03	04	English Learners Low Income	SSC and DELAC	$0.00	$0.00	$0.00	$0.00	$0.00
03	05	All	Parent Communication	$600.00	$0.00	$0.00	$0.00	$600.00

Contributing Expenditures Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$0.00	$0.00
LEA-wide Total:	$0.00	$0.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action	Title	Scope	Students Group (s)	Location	LCFF Funds	Total Funds
01	01	Class-size Reduction	LEA-wide	English Learners Low Income	All Schools	$388,743.00	$388,743.00
01	03	RTI / ASES Program Coordinator	LEA-wide	English Learners Low Income	All Schools	$87,880.00	$95,990.00

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCAP, Metrics

		1	2	3	4	5	6	7	8	9	10
Ensure that all students can demonstrate proficiency in math and literacy skills for multiple College and Career Readiness options using both in-person and	Actions	☒	☒	☐	☒	☐	☐	☐	☒	☐	☐
	Metrics	☒	☒	☐	☒	☐	☐	☐	☒	☐	☐
Develop the physical, and social-emotional health of students in a physically, socially and emotionally safe environment causing connectedness with the	Actions	☒	☐	☐	☐	☒	☒	☒	☐	☐	☐
	Metrics	☒	☐	☐	☐	☒	☒	☒	☐	☐	☐
Parent and community participation in and connectedness with the schools will increase.	Actions	☐	☐	☒	☐	☐	☐	☐	☐	☐	☐
	Metrics	☐	☐	☒	☐	☐	☐	☐	☐	☐	☐

	1	2	3	4	5	6	7	8	9	10
Actions	☒	☒	☒	☒	☒	☒	☒	☒	☐	☐
Metrics	☒	☒	☒	☒	☒	☒	☒	☒	☐	☐

CJUSD-2021, Board Approved, 6/24/2021

Acronym Page

ADA, Average Daily Attendance
ALD, Achievement Level Descriptor
API, Academic Performance Index
ASES, After School Education Safety
AVID, Advancement Via Individualized Determination
AYP, Adequate Yearly Progress
BB, Below Basic
BL, Baseline
CAASPP, California Assessment of Student Performance and Progress
CASS, California State Standards
CBO, Chief Business Officer
CCCSS, California Common Core State Standards
CCR, College & Career Ready
CCSS, Common Core State Standards
CELDT, California English Learner Development Test
CHKS, California Healthy Kids Survey
COP, Certificate of Participation

CSR, Class Size Reduction
CST, California Standards Test
CTE, Career Technical Education
EAP, Early Assessment Program
EL, English Learner
ELA, English Language Arts
ELD, English Language Development
ES, Elementary School
ESE, Education Systems Engineers
FBB, Far Below Basic
FTE, Full Time Equivalent
FY, Foster Youth
HS, High School
IA, Instructional Assistant
IS, Independent Study
ISSC, In School Suspension Classroom
LCAP, Local Control Accountability Plan

LCFF, Local Control Funding Formula
LEA, Local Education Agency
MOT, Maintenance, Operations and Transportation
MS, Middle School
MTSS, Multi-Tiered Systems of Support
PD, Professional Development
RLA, Reading Language Arts
RTI, Response To Intervention
SBE, State Board of Education
SDAIE, Specially Designed Academic Instruction in English
SR SpEd, State Restricted Special Education
STEAM, Science, Technology, Engineering, Arts and Math
SWD, Students with Disabilities
TECALS, Transitional Employment College Readiness and Life Skills
TOSA, Teacher on Special Assignment
VOIP, Voice Over Internet Protocol

LCAP Explanatory Page

Action Without Expenditures:
If an action does not have an associated expenditure a "$0" is placed in the *Budget Amount* column and a '--' is placed in both the *Source* field and the Reference field.

LCFF and LCFF Supplemental and Concentration:
If an expenditure is budgeted with supplemental and concentration funds it will have a 'LCFF, S&C' in the Source field. If the expenditure is budgeted with Base funds it will have only 'LCFF' in the Source field.

Metric 2.A: Implementation of SBE adopted standards for all students:
This is a number taken from the ESE LCAP Teacher survey in which teachers are asked to use their best professional judgement to determine how much of their instruction is rigorously aligned to the current CASS in the four core subject areas.

Metric 2.B: Implementation of SBE adopted EL standards for all ELs:
This is a number taken from the ESE LCAP Teacher survey in which teachers of ELD are asked to use their best professional judgement to determine how much of their instruction is rigorously aligned to the current CA ELD Frameworks in the four core subject areas.

Metric 6.C: District School Climate Survey overall index rating:
This is an annual survey that the district administers at least every other school year. All sub-groups: certificated staff, classified staff, parents/community, and students are surveyed. The survey measures impressions of both school safety and the schools' social-emotional environment. An index score of 80% or higher is be deemed as satisfactory.

Metrics that are N/A (Not Applicable):
Metrics that have an "N/A" were deemed to be inapplicable because either the mobility rate is too great or the sample size of the student population is too small respectively to make this data valid for year over year comparisons,or the district was unable to collect data in a given year.

Metrics that are N/D (No Data):
Metrics that have an "N/D" have no data reported on the CDE CA Dashboard or other relevant CDE websites.

Metric 7.A: % of students enrolled in required courses of study
The CCSESA LCAP Approval Manual list the following for 7.A: "A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable" Because CDE provides no specific calculation to determine this metric the district developed the following. The calculation for this metric is: the number of students in the district that are enrolled in the appropriate RLA, Math, Science, Social Science, and P.E. classes to ensure they are on track to either graduate (high school) or advance to the next grade level and divides them by the number of students in the district. This is expressed as a percentage.

Metric 7.B: % of unduplicated students participating in programs or services for unduplicated students:
The CCSESA LCAP Approval Manual list the following for 7.B: "Programs and services developed and provided to unduplicated pupils". Because CDE

provides no specific calculation to determine this metric the district developed the following. The calculation for this metric is: the number of unduplicated students who participate in programs targeting unduplicated students for support divided by the number of unduplicated students in the district. This gives a number that is the number of programs of participation per unduplicated student.

Metric 7.C: % of exceptional needs students participating in programs or services for students with exceptional needs:
The CCSESA LCAP Approval Manual list the following for 7.B: "Programs and services developed and provided to individuals with exceptional needs". Because CDE provides no specific calculation to determine this metric the district developed the following. The calculation for this metric is: the number of exceptional needs students who participate in programs targeting exceptional needs students for support divided by the number of exceptional needs students in the district.   This gives a number that is the number of programs of participation per exceptional needs student.